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# **SURVEY OF YOUNG PEOPLE IN EGYPT**

**Final Report  
Population Council  
West Asia and North Africa Office**

**January 2011**

The Population Council conducted the Survey of Young People in Egypt (SYPE) in collaboration with the Egyptian Cabinet, Information and Decision Support Center. The survey was supported by the Ford Foundation; the Canadian International Development Agency; UNFPA; UNICEF; the World Bank; the Embassy of the Netherlands; UNDP; UNIFEM; and the Swedish International Development Agency. The opinions expressed herein are those of the authors and do not necessarily reflect the views of the initiative supporters.

Additional information about SYPE may be obtained from the Population Council at the address shown below.



The Population Council conducts research worldwide to improve policies, programs, and products in three areas: HIV and AIDS; poverty, gender, and youth; and reproductive health.

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## Preface

In every society, young people carry the promise of a better future. They are the building blocks of a country's economy and society and its most essential human resource. In Egypt, young people are not only its most important capital but they also constitute the largest segment of the population. According to the 2006 census, approximately 40% of Egyptians are between the ages of 10 and 29. With the right investments, this youth bulge will represent a demographic opportunity that will positively shape the country's future. Once Egypt's young people reach working age, given a relatively low proportion of older and younger non-working populations to support, they will present a "demographic gift" of low economic dependency. However, the large size of this cohort places enormous pressures on social services and the labor market and creates a major challenge for development planning. Failures in these institutions could result in the social and economic marginalization of a large proportion of youth that will be unable to compete in an increasingly globalized economy, hence turning the "gift" to demographic "burden".

Effective planning relies on high-quality research. The Population Council seeks to build the evidence base for better policies and programs with the view of generating research that makes a difference. Young people have been a primary focus for the Council for decades, directing research to determine their conditions and contexts, and providing evidence for decision-makers. In 1998, the Population Council published *Transitions to Adulthood*, a comprehensive profile of youth based on the Council's 1997 Adolescence and Social Change in Egypt (ASCE) survey. The results of ASCE have been an important resource for programming for adolescents in Egypt.

The 2009 Survey of Young People in Egypt builds upon the ASCE survey from the previous decade, focusing on a larger age group: those aged 10 to 29. SYPE concentrates on the five key life transitions for youth: health, education, employment and livelihood, family formation, and civic participation.

This report presents the findings of SYPE. It provides a comprehensive picture of the profile of young people in Egypt and highlights the main issues that face this important segment of the population.

The Population Council encourages research and the public sharing of data. The SYPE dataset became publicly available in mid-December, 2010. Researchers are invited to use this rich resource for further investigations of the status and conditions of young people in Egypt that will provide valuable information for decision-makers and development practitioners.

Safaa El-Kogali  
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Several Population Council staff members have contributed to this study. The idea for a survey of young people was initiated by Dr. Ragui Assaad, former Regional Director of the Population Council's West Asia and North Africa office. Dr. Assaad provided technical guidance at different stages of this study. This report also benefited from his valuable comments and suggestions. Special thanks go to Dr. Ghada Barsoum who as Principle Investigator saw to the conceptualization, design, and implementation of the survey as well as the preparation of the preliminary report. We are also grateful to Dr. Mohamed Abd-Elghany Ramadan for his extensive efforts in implementing this survey and for his work on questionnaire design and layout, sample design, and data cleaning and analysis. Dr. Ramadan also coordinated the work between the Population Council and IDSC. Ali Rashed and Caroline Krafft provided valuable contributions to the data cleaning and analysis during the preparation of this report. Abeer Salem played an important role in the communication and dissemination of findings. Ola Hosny provided excellent administrative, logistical, and desktop-publishing support. The Population Council would like to thank Nihal Elwan, Natalie Forcier BeVille, Miral Breebart, and Sarah Ismail for their contributions during the conceptualization and questionnaire design stages.

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## **List of Abbreviations**

<b>ASCE</b>	Adolescence and Social Change in Egypt Survey
<b>CAPMAS</b>	Central Agency for Public Mobilization and Statistics
<b>Dutch</b>	Embassy of the Kingdom of the Netherlands
<b>EDHS</b>	Egypt Demographic and Health Survey
<b>IDSC</b>	Information and Decision Support Center
<b>IRB</b>	Institutional Review Board
<b>LF</b>	Labor Force
<b>NCEEE</b>	National Center for Examinations and Educational Evaluation
<b>OLF</b>	Out of Labor Force
<b>PC</b>	Population Council
<b>PSU</b>	Primary Sampling Unit
<b>SD</b>	Standard Deviation
<b>SRQ</b>	Self-Reporting Questionnaire
<b>SYPE</b>	Survey of Young People in Egypt
<b>UNDP</b>	United Nations Development Programme
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children's Fund
<b>UNIFEM</b>	United Nations Development Fund for Women
<b>WANA</b>	West Asia and North Africa
<b>WIQ</b>	Wealth quintiles



# **Chapter 1 INTRODUCTION AND BACKGROUND CHARACTERISTICS**

## **1.1 BACKGROUND**

Egypt is at a stage in its demographic transition in which the proportion of youth in the population increases significantly compared to other age groups. In the coming decade, Egypt's largest demographic cohort in history will make its way to adulthood. Young people are important catalysts for development and change. Investment in this age group provides an unprecedented opportunity to accelerate growth and reduce poverty. Success or failure of policies in the areas of education, employment, or health will have a decisive impact on this cohort of young people.<sup>1</sup>

Responding to the dearth of data on youth in Egypt, the Population Council conducted a comprehensive situation analysis of Egyptian adolescents and young people: the Survey of Young People in Egypt (SYPE), which covers a nationally representative sample of 15,029 young people aged 10-29.

The SYPE collected data on the five key life transitions of education, work, family formation; health, and civic and political participation. SYPE follows up to an earlier survey conducted by the Population Council in 1997, The Adolescence and Social Change in Egypt (ASCE) survey. With focus on young people aged 10 to 19, analysis of ASCE identified tobacco use, female circumcision, anemia, growth stunting and delayed sexual maturation, poor management of menstruation, and underutilization of health insurance as six priority issues for youth in Egypt. SYPE updates the results provided by the earlier survey and expands their scope.

## **1.2 SURVEY DESIGN**

The SYPE sample is nationally representative, covering all governorates in Egypt, including the five Frontier governorates. It is a stratified, multi-stage cluster sample. The unit of selection is primary sampling units (PSUs), which are selected from the master sample of the Central Agency of Public Mobilization and Statistics (CAPMAS). The master sample is based on the 2006 census. The SYPE sample had 455 primary sampling units (PSUs), divided between urban and rural localities.

The SYPE sample is considered to be an innovative design, because it allows for a priori inclusion of slum areas within the urban sample. In Egypt, slums are typically defined as unauthorized settlements in areas not intended for housing, such as the unplanned areas (which lack security, basic services and adequate sanitation facilities) that have emerged in agricultural zones, government areas, and unsettled areas in the absence of planning and in violation of existing laws. Although there is broad agreement on the main characteristics of slums, no clear geographical boundaries of slum areas are found in Egypt. The SYPE slum-sampling frame drew upon the IDSC list of slums (see Appendix C for more details on the slum sample). The main definition of Egyptian slums in the IDSC sample as well as in much previous research and government reports is based on the legal characteristics of these places, which need not correspond with the buildings' conditions and the households' wealth status (as highlighted in the following section). Accordingly, in this

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<sup>1</sup>This discussion on the background and design of the survey is adapted from the preliminary report of this study (Population Council 2010). For more details on the survey implementation, see the preliminary report.

report, instead of using the term *slums* which is often associated with extreme poverty, we refer to such areas as *informal urban areas*.

Out of the 11,372 households included in the SYPE sample, a total number of 20,200 young people were in the eligible age group. These were all the males and females aged 10-29 that were members of these households. The SYPE randomly selected the following individuals from the households for interviewing:

- One young person (either male or female) from those in the age group 10-14;
- One female from females aged 15-21;
- One male from males aged 15-21;
- One female from females aged 22-29;
- One male from males aged 22-29.

Six versions of the individual questionnaire were used based on the respondents' sex and age, with different questionnaires used for males and females in each age group. A total of 16,061 young people were selected to be interviewed as part of this survey. Of this group, 15,029 young people were interviewed. Attrition was due to the individual's rejection or unavailability during the data collectors' visit or their subsequent two revisits to the same household.

The research instruments included three separate questionnaires: a household-level questionnaire; an individual instrument that was administered to eligible young people; and a community-level questionnaire, which aimed at providing a profile of the localities in which young people live.

Field-staff training was implemented by IDSC (the Information and Decision Support Center of the Egyptian Cabinet of Ministers) in close collaboration with Population Council staff. Data collection was undertaken under the direct management of IDSC. The sample design is described in detail in Appendix C.

### **1.3 CHARACTERISTICS OF YOUNG PEOPLE**

The Egyptian population has a large population young people, a "youth bulge," relative to other age groups. Based on data collected from all households interviewed for the SYPE,<sup>2</sup> 62.0% of the population is 29 or younger, and 39.4% are aged 10 to 29, the age group that is the focus of the SYPE.

In Figure 11.3.1 the dominance of young people in the population is clearly visible. The wide base of the pyramid is the large youth population. The "gap" in the male population aged 25-29 is probably due to the higher rate of non-response often encountered in this group. Young males tend to leave home to work in another governorate or country before getting married. The gap might also be due to the rapid increase in international migration of young people observed in Egypt in early 2000s (Roushdy et al. 2009). This "youth bulge" population distribution is typical of countries that have recently experienced relatively high fertility, accompanied with a decline in child mortality.

---

<sup>2</sup> Population parameters used to weight the data were based on the population projections of CAPMAS as of the first quarter of 2009 (survey data-collection time). See Appendix C: Sample design, for a discussion of weighting procedures.

**Figure 1 Egypt's Population Pyramid, 2009**

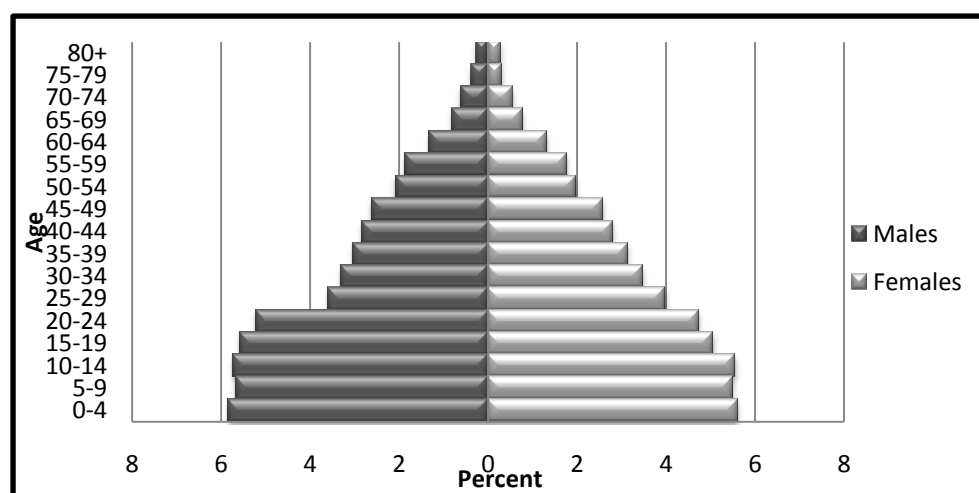


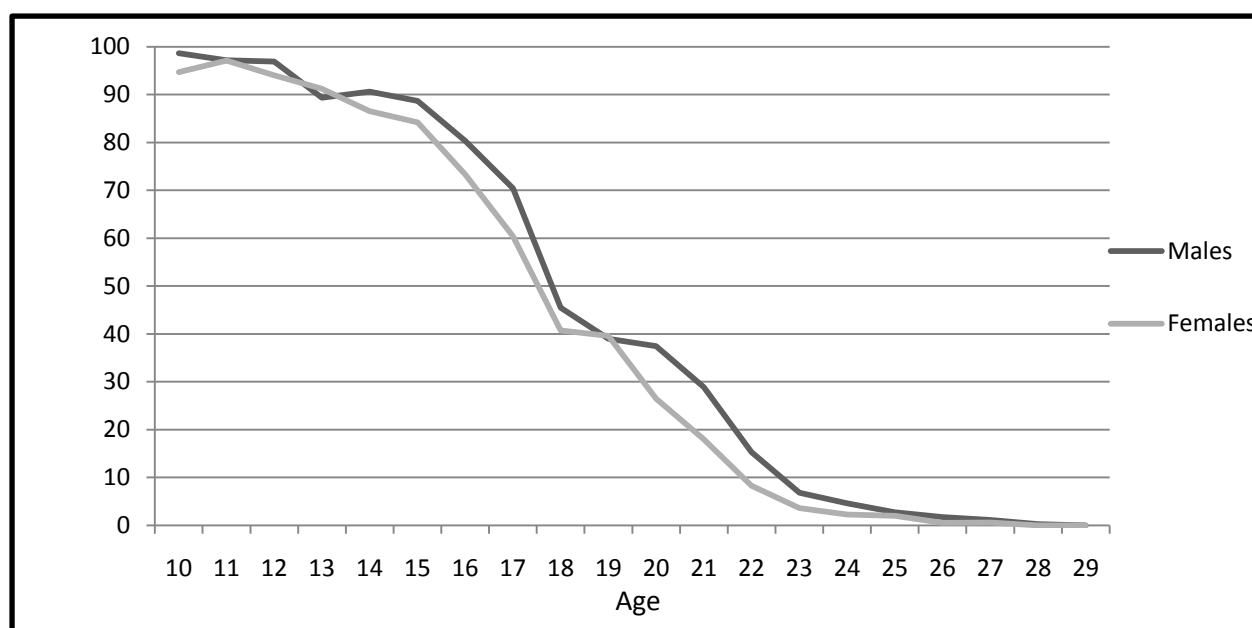
Table 1.3.1 presents the core demographic characteristics of the sample of young men and women interviewed for the SYPE. Based on the SYPE, 44.7% of Egypt's young population is between the ages of 10 and 17, 36.1% between 18 and 24, and 19.3% between 25 and 29.

<b>Table 1.3.1 Background demographic characteristics of young people, Egypt, 2009</b>			
<b>Weighted and unweighted distribution of young people by age group, marital status, residence, region, and sex.</b>			
<b>Characteristic</b>	<b>Weighted percent<sup>3</sup></b>	<b>Weighted number</b>	<b>Un-weighted number</b>
<b>Sex</b>			
Males	51.0	7,659	6949
Females	49.0	7,370	8080
<b>Age</b>			
10-14	28.6	4,298	4,053
15-17	16.1	2,415	2,487
18-24	36.1	5,421	5,335
25-29	19.3	2,896	3,154
<b>Marital status<sup>4</sup></b>			
Never married	80.5	12,096	11,491
Ever married	19.5	2,934	3,538
<b>Urban-rural residence</b>			
Urban	31.6	4,265	5,337
Rural	58.9	9,455	8,342
Informal urban areas	5.6	1,309	1,350
<b>Region</b>			
Urban governorates	21.4	3,219	3,379
Lower Egypt	42.6	6,401	5,875
Urban	11.1	1,661	1,565
Rural	31.5	4,740	4,310
Upper Egypt	34.2	5,146	4,572
Urban	7.7	1,151	1,045
Rural	26.6	3,995	3,527
Frontier governorates	1.75	263	1,203
<b>Total</b>	<b>100</b>	<b>15,029</b>	<b>15,029</b>

<sup>3</sup> In presenting percentages, we use the weighted data, because they are reflective of the actual population, while the unweighted reflects the sample.

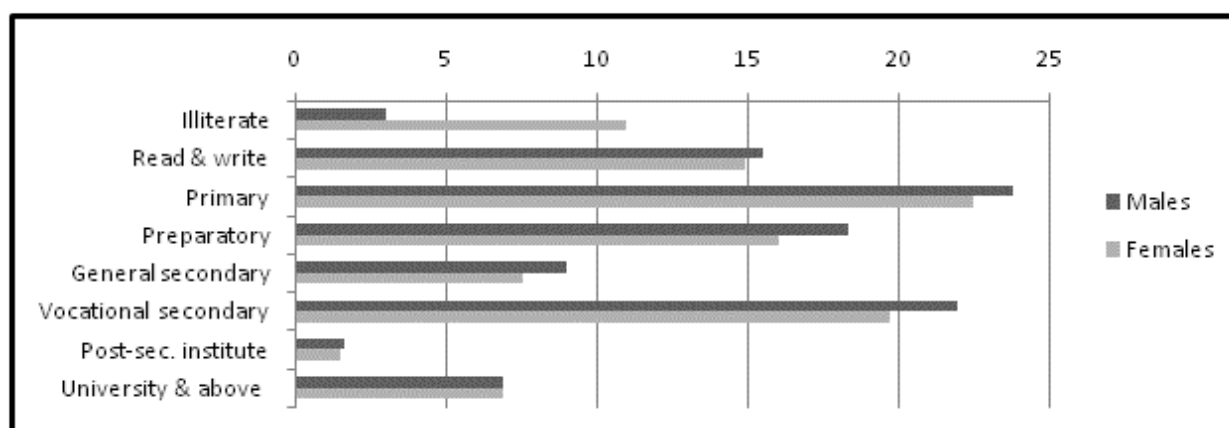
<sup>4</sup> Only individuals 15 and older were asked about their marital status. Therefore, although those younger than 15 may be married before the legal age of 18, they are categorized as never married. Additionally, those who were engaged or contractually married were counted as never married, because they are not living as married people, with the consequent social, economic, and health differences that such a status entails.

Figure 1.3.2 Percentage of young people currently in school, by age, according to sex, Egypt, 2009



Most of these young people have never been married. Only 9.6% of the interviewed males and 19.5% of the interviewed females have been married.

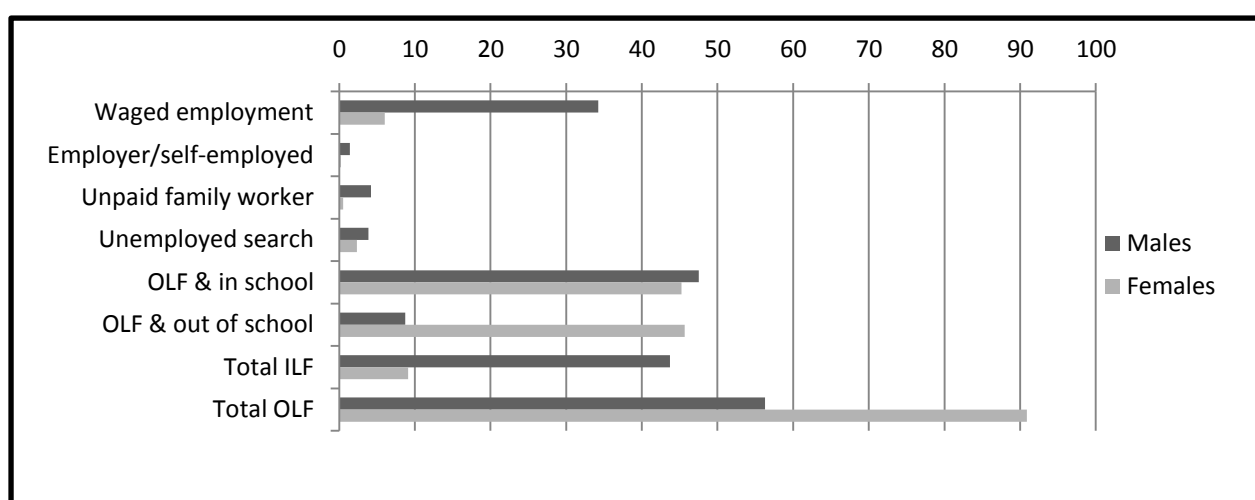
Figure 1.3.3 Current educational attainment of young people, by sex, Egypt, 2009



The young population is primarily rural. About two-thirds of young people (58.9%) live in rural areas, whereas one-third lives in urban areas (31.6%) or informal urban areas (5.6%). Most of the young people reside either in Lower Egypt (42.6%) or Upper Egypt (34.2%), whereas the urban governorates are home to only 21.4% of young people. The SYPE also sampled the Frontier Governorates, where 1.75% of young people live.<sup>5</sup>

<sup>5</sup> See Annex C for a list of governorates by region

**Figure 1.3.4 Current employment status of young people, by sex, Egypt, 2009**



The period of adolescence and youth encompasses the crucial educational stages and transition—or attempts to transition—into adulthood. As Figure 1.3.2 shows, whether young people are currently enrolled in school varies greatly by age. The majority of those between the age of 10 and 17 are in school, and some remain in school into their twenties. More males than females are currently in school, with a wider gender gap among older students. Figure 1.3.3 presents the current educational level of young people. Because most young people are currently in school, their current educational level is not their final level of educational achievement.

**Table 1.3.2 Wealth of young people, Egypt, 2009**

**Weighted and unweighted distribution of young people by wealth quintile**

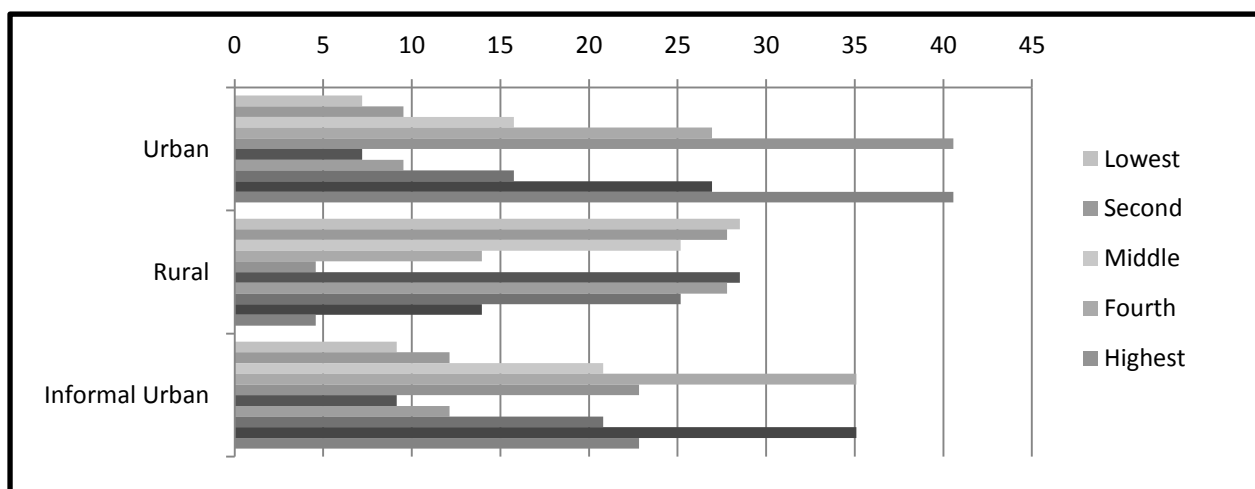
Wealth quintile	Weighted percent	Weighted number	Unweighted number
Lowest	19.9	2,995.3	2,819
Second	21.6	3,091.	2,987
Middle	21.9	3,287.2	3,184
Fourth	19.9	2,993.5	3,170
Highest	17.7	2,662.0	2,869
Total	100.0	15,029.0	15,029

Also, throughout the report, the reader should take care to differentiate between the highest completed educational level (shown in figures and tables) and the highest level reached but not completed. For instance, those who are currently in university (or dropped out before getting their university degree) will mainly have general secondary school, not university education, as their highest completed level.

Currently, 6.9% of young people aged 10-29 are illiterate, and 15.2% can only read and write. Most of those who have completed their education are vocational secondary graduates (20.8% of all young people). With the exception of those in university and higher, females have consistently lower educational attainment. The gender gap is highest among illiterates, with the proportion of females who are illiterate (11.0%) almost four times that of males (3.0%). This gender gap, resulting from the greater number of females than males who never enrolled in school, persists through most levels of schooling. However, at the university level and higher the gender gap is exactly zero.

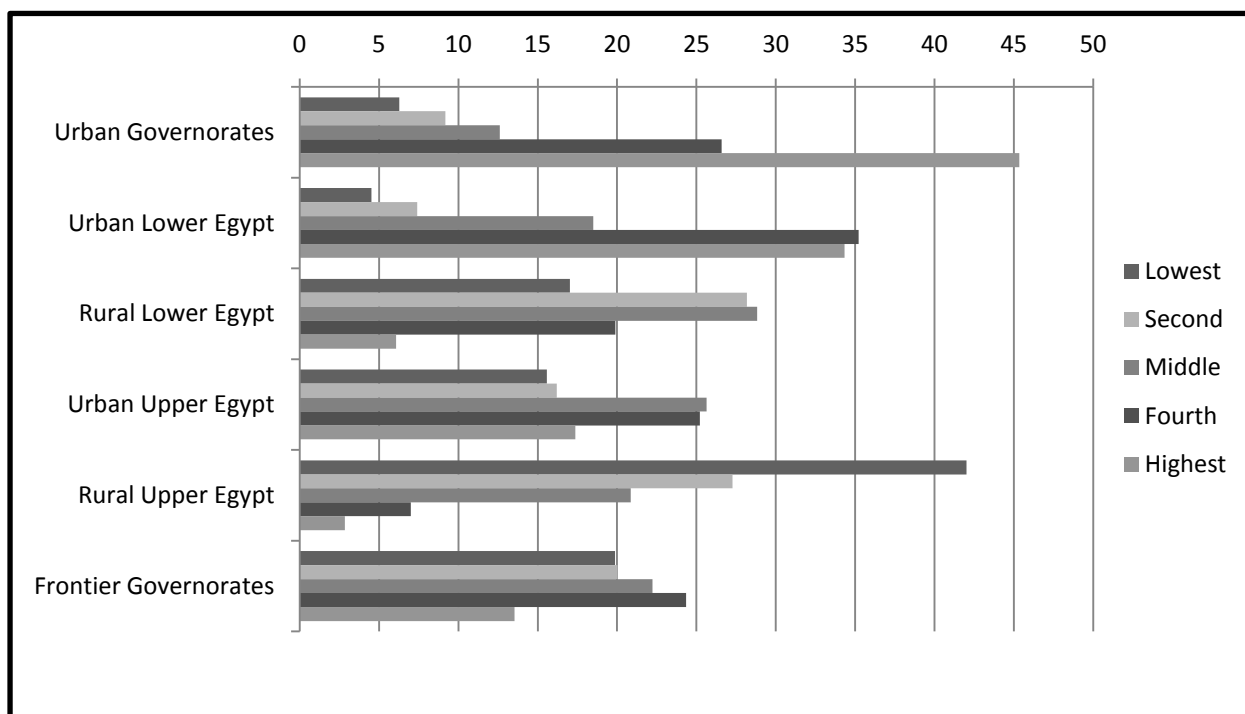


**Figure 1.3.5 Percentage of young people, by wealth quintile and place of residence, Egypt, 2009**



During their youth, Egyptians are making the transition into adult roles, and a particularly important transition is into labor-force participation. Figure 1.3.4 presents the current employment status of young people by sex. Most young people aged 10-29 (73.3%) are currently outside the labor force (OLF), many because they are in school (46.4%). Those who are working are usually engaged in wage employment (20.4%). Around 3.1% of all young people are currently unemployed and searching for work.

**Figure 1.3.6. Percentage of young people, by wealth quintile and region, Egypt, 2009**



There is a significant gender gap in employment status and labor-force participation. About a third (34.2%) of males compared to only 6.0% of females are engaged in wage employment. Although nearly equal percentages of males and females are outside of the

labor force and in school, only 8.8% of males, compared to 45.7% of females, are outside the labor force and out of school.

A wealth score was constructed using factor analysis based on household-asset ownership and housing characteristics.<sup>6</sup> Based on their wealth scores, households were divided into wealth quintiles. Table 1.3.2 shows that young people in Egypt are more likely to be from the lower three wealth quintiles.

Figure 1.3.5 and Figure 1.3.6 show that wealth varies greatly with place of residence and region. About 40.6% of urban young people are from the highest wealth quintile. In contrast, 28.5% of rural young people, but only 7.2% of urban and 9.1% of informal urban young people are from the lowest wealth quintile. An important observation here is that, contrary to the conventional view about slums, the informal urban settlements in Egypt include a significant percentage of wealthy households. Almost 58% of young people residing in informal urban areas (compared to 67% who live in the formal urban neighborhoods) belong to the top two wealth quintiles. This finding is consistent with the point that slums and non-slums clusters in which surveys are generally fielded in Egypt have boundaries that generally correspond to the legal characteristics of the neighborhood that do not always reflect the wealth status of households residing in those neighborhoods.

Moreover, Upper Egypt has particularly high percentages of young people in the poorest wealth quintile (36.5%), whereas Lower Egypt and Frontier young people are over-represented in the middle three wealth quintiles.<sup>7</sup>

#### **1.4 CHARACTERISTICS OF THE HOUSEHOLDS**

Table 1.4.1 presents some of the housing facilities among households in the sample.<sup>8</sup> Household size affects the resources, both financial and in terms of parental or familial care, available to young people. The mean household size is 4.5 persons, and the average number of young people per household is 1.8. On average, Frontier governorates have the largest household size (5.1 persons), followed by rural Upper Egypt governorates (5 persons).

Mean number of room and bedrooms are fairly consistent across regions. The average household has 3.4 rooms and 2.0 bedrooms. Households average 1.3 persons per room and 2.3 persons per bedroom. Frontier governorates have the largest numbers of rooms among all regions, but also larger families. Home ownership varies greatly by region. Households in urban areas are least likely to live in a family-owned house (62.5%), followed by 72.0% of informal urban households and 93.7% of rural households.

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<sup>6</sup>A proxy for household wealth has been constructed using factor analysis based on household asset ownership and housing characteristics. The variables used to construct the asset score include a number of housing quality variables: the number of persons per room, flooring materials, drinking water source, type of toilet facility, presence of a kitchen, type of cooking fuel, electricity, garbage-disposal method, and ownership of 26 assets and durable goods.

<sup>7</sup> These relationships between wealth and residence are especially important to keep in mind; in some situations, apparent geographic variations may in fact be more properly attributed to variations in wealth.

<sup>8</sup> This chapter presents the characteristics of the entire SYPE household sample, and not necessarily those households that include young people.

<b>Table 1.4.1 Housing facilities of households</b>												
<b>Percentage distribution and means of housing facilities among households, according to residence, Egypt 2009.</b>												
<b>Facilities</b>	<b>Urban-Rural Residence</b>				<b>Region</b>							
	Urban	Rural	Informal urban	Urban Gov.	<b>Lower Egypt</b>			<b>Upper Egypt</b>			Frontier Gov.	Total
					Total	Urban	Rural	Total	Urban	Rural		
<b>Housing</b>												
Dwelling owned by family (%)	62.5	93.7	72.0	57.9	87.2	69.3	93.4	90.0	76.3	94.1	80.0	81.7
Number of persons in household (mean)	4.1	4.7	4.2	4.1	4.4	4.0	4.5	4.9	4.6	5.0	5.1	4.5
Number of rooms (mean)	3.4	3.3	3.4	3.4	3.5	3.5	3.5	3.2	3.3	3.2	3.5	3.4
Number of persons/room (mean)	1.2	1.4	1.2	1.2	1.3	1.1	1.3	1.5	1.4	1.6	1.5	1.3
Number of bedrooms (mean)	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.9	2.2	2.0
Number of persons/bedroom (mean)	2.1	2.4	2.1	2.1	2.2	2.0	2.3	2.5	2.3	2.6	2.3	2.3
<b>Drinking water</b>												
<b>Improved</b>	98.4	96.4	99.6	98.3	98.6	99.6	98.3	95.7	99.5	94.5	75.2	97.3
Piped into dwelling	96.4	86.5	98.7	96.3	91.4	98.9	88.9	87.7	98.3	84.5	56.3	90.8
Other improved <sup>9</sup>	2.0	9.8	0.9	2.1	7.2	0.8	9.4	8.0	1.1	10.1	18.9	6.5
<b>Unimproved<sup>10</sup></b>	1.6	3.7	0.4	1.7	1.4	0.4	1.7	4.3	0.5	5.5	24.8	2.7
<b>Toilet facility type</b>												
Improved	99.9	98.1	99.5	99.9	99.4	99.7	99.3	97.1	99.3	96.5	99.1	98.8
Unimproved	0.1	1.9	0.5	0.1	0.6	0.3	0.7	2.9	0.7	3.5	0.9	1.2
<b>Sewer type</b>												
Public sewage system	89.5	18.7	82.7	93.0	42.1	89.0	26.7	22.2	72.8	7.8	51.6	50.3
Deep hole	3.3	18.9	1.3	0.1	1.2	0.3	1.5	36.1	16.8	41.9	22.5	12.0
Septic system	4.6	41.8	10.9	3.5	30.7	7.0	38.4	38.2	11.8	46.1	25.0	25.5
Pipe connected to sewage	2.8	19.8	5.3	4.0	25.8	4.1	33.2	1.6	0.5	2.0	1.3	12.2
Other/ DK/None	0.0	1.1	0.8	0.0	0.3	0.5	0.2	1.9	0.3	2.4	0.0	0.0
<b>Disposal of kitchen waste and trash</b>												
Collected from home	52.0	27.0	44.2	54.3	41.9	55.5	37.2	17.6	31.8	13.4	22.7	36.6
Collected from container in street	26.0	6.1	27.5	26.5	10.4	23.8	5.8	11.3	27.5	6.5	33.9	14.5
Dumped into street/empty lot/canal/drainage	20.4	48.8	27.7	19.1	38.9	20.2	45.4	48.8	34.1	53.2	37.9	37.8
Other <sup>11</sup>	1.7	18.0	0.6	0.1	8.8	0.5	11.7	22.2	6.5	26.9	5.5	11.2
<b>Total</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Number of household</b>	4,300	5,972	1,100	2,725	4,522	1,325	3,197	4,125	825	2,500	800	11,372

Access to drinking water plays an important role in the health of households' members, as well as in time spent in household chores. If water is not piped into a dwelling, it often becomes the burden of females to get water, with negative consequences for their education and health. Although most urban (96.4%) and informal urban area (98.7%) households have drinking water piped into their dwellings, only 86.5% of rural households have piped water. Drinking water access is particularly problematic in Frontier governorates, where only 56.3% of the households live with piped water. A similar pattern emerges for the source of non-drinking water, with rural and especially Frontier households having poorer access. Problems of water availability are also common.

<sup>9</sup> Other improved sources include pipes to yard/plot, public tap/standpipe, tube well, protected well, protected spring, and bottled water.

<sup>10</sup> Unimproved sources include unprotected well, tanker truck, cart with small tank, surface water (river/dam/lake/pond/stream) and "other."

<sup>11</sup> "Other" includes "burned" and "fed to animals" responses.

The waste and sanitation conditions households face are particularly relevant to their health; poor waste and sewage management contributes to the spread of disease. Although many toilets are of the flush type (improved), urban and rural areas vary in terms of whether modern flush toilets or the traditional bucket flush styles are installed. While 72.6% of urban households with toilets have modern flush toilets, only 16.7% of rural households do. Upper Egypt has low prevalence of modern flush toilets, even in urban areas.

The sewage system these toilet facilities are connected to has important implications for public health. Only 50.3% of the households are connected to a proper public sewage system, as are only 18.7% of rural households. The popularity of deep holes (12.0%), septic systems (25.5%), and piping of sewage (12.2%) from toilet facilities poses a serious health risk to young people.

Disposal of kitchen waste and trash can also create a health hazard. Egypt is currently struggling to properly dispose of garbage. Even in urban areas, a fifth of households dispose of waste by dumping it into empty lots, the street, canals, or drainage, and in rural areas nearly half of households do so.

Table 1.4.2 provides information on a selection of the assets and durable goods that households own.<sup>12</sup> Generally, households in urban areas have more assets and more high-quality assets (for instance, automatic rather than manual washers, color rather than black- and-white televisions). A similar pattern is found for media, communication, and information technology. Whereas 34.0% of urban households have a computer, only 18.8% of informal urban areas households and 7.5% of rural households own one. Similar urban/rural differences exist for telephones, mobiles phones, and other items. Households have very limited access to private transportation; only 6.6% of the households have a personal car, primarily in urban areas.

Strong urban/rural differences are also visible in terms of agricultural land. About 12.0% of all households—18.9% of rural households but only 2.0% of urban households—own and cultivate land. Also 5.9% of all households—9.1% of rural households but only 0.8% of urban households—rent and cultivate land. This family agricultural activity is both an asset and a burden for young people; it generates resources for the household, but usually entails additional chores for family members.

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<sup>12</sup> The SYPE also collected data on: black-and-white television, video or DVD player, satellite dish, manual washing machine, automatic washing machine, sewing machine, vacuum cleaner, refrigerator, water heater, air conditioner, automatic dish washer, laptop computer, vacant land for buildings, and buildings. Data on the number of units were also recorded. Households were asked whether they had agricultural land that was owned and rented out to someone else, owned but not used (neither rented out nor cultivated), or rented by the household but not cultivated. The area of land for each type selected, including types of units were documented.

Table 1.4.2 Selected assets and durable goods												
Percentage of young people in households with assets, durable goods, according to residence, Egypt 2009.												
	Urban-Rural Residence				Region							
	Urban	Rural	Informal urban areas	Urban Governorates	Lower Egypt			Upper Egypt			Frontier Governorates	Total
					Total	Urban	Rural	Total	Urban	Rural		
Assets & Durable Goods												
Radio	66.8	58.1	66.5	65.5	69.3	73.86	67.7	48.6	59.5	45.4	54.7	61.7
Color Television	92.7	74.2	85.2	93.5	81.9	89.6	79.3	71.3	85.3	67.1	86.7	81.1
Computer	34.0	7.5	18.8	37.7	13.3	26.3	8.8	8.6	17.8	5.8	11.7	17.0
Telephone	65.1	40.7	54.9	66.0	49.2	62.9	44.5	39.9	53.6	35.7	48.0	49.8
Mobile	80.4	61.4	74.6	82.8	66.4	75.8	63.1	62.2	73.0	59.0	75.0	31.3
Motorcycle	3.0	4.8	3.3	1.9	4.7	3.03	5.3	4.4	5.7	4.0	9.1	4.1
Truck	1.0	1.4	1.4	1.0	1.5	1.14	1.56	1.0	0.9	1.0	4.7	1.2
Taxi	0.4	0.2	0.6	0.3	0.2	0.4	0.2	0.3	0.7	0.1	0.8	0.3
Microbus	0.3	0.3	0.7	0.3	0.4	0.6	0.3	0.2	0.3	0.2	0.6	0.3
TokTok	0.1	0.3	0.2	0.1	0.3	0.23	0.4	0.1	0.1	0.1	0.0	0.2
Personal car	16.2	1.7	4.3	18.2	3.7	8.9	1.9	2.7	7.1	1.4	8.1	6.6
Agricultural Land												
Owned and cultivated	2.0	18.9	3.0	0.5	13.6	1.8	17.6	17.1	6.9	20.1	21.2	12.0
Rented by and cultivated by household	0.8	9.1	2.7	0.4	6.8	1.2	8.7	8.4	3.7	9.9	2.2	5.9
Number of Households	4,300	5,972	1,100	2,725	4,522	1,325	3,197	4,125	825	2,500	800	11,372

## 1.5 REFERENCES

Population Council. 2010. *The Survey of Young People in Egypt: Preliminary Report*. Cairo: Population Council.

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## **Chapter 2 HEALTH**

### **2.1 INTRODUCTION**

Young people generally constitute the healthiest demographic group in a population. However, poor health outcomes for young people can result from disease, poor eating habits, and risky behaviors such as smoking, substance abuse, and violence. In Egypt, reproductive health issues related to early childbearing and the persistence of the harmful practice of female genital mutilation cannot be overemphasized. Health issues are central to young people's other life transitions of education, employment, family formation and civic participation. Health outcomes determine, to a large extent the life opportunities of young people.

The health module of SYPE was built on international literature and a number of previously tested tools utilized in youth surveys elsewhere. These included the Youth Risk Behavior Surveillance (2007) and the WHO's Global school-based student health survey (GSHS). These tools were modified to suit the Egyptian context. The tools were also pretested and finalized in consultation with youth groups. Comparability with the Population Council's 1998 Adolescence and Social Change in Egypt survey (ASCE) was also ensured to produce trend analyses on the variables that were included in this earlier survey. However, SYPE's health section was more expansive than that included in the earlier ASCE survey.

Overall, the health module included questions on the respondent's general sense of well-being; access to health services; prevalence of disability and chronic diseases; hygiene practices such as washing hands and brushing teeth; sense of exposure to environmental pollution; road and transportation safety, including accidents and sexual harassment; nutrition and dietary habits; tobacco, alcohol and drug use; mental and psychological health; and reproductive health. The health module varied by age and sex. Respondents in the younger age group were asked a fewer number of questions so as not to burden them with a long interviewing process.

The SYPE data-collection process did not include the collection of biomarkers. No blood samples or medical testing were conducted for two reasons: First, it was feared that the collection of biomarkers might have distorted the data-collection process for other life transitions, particularly given the length of the questionnaire along with the aptitude tests for those aged 10-17. Second, budgetary constraints did not allow for follow-up visits to collect biomarkers.

### **2.2 GENERAL HEALTH**

The SYPE health module starts with a question asking young people about their health status. SYPE respondents feel that they are healthy. More than half (57.7%) of SYPE respondents thought that their health was "good," and 29.5% thought their health was "very good" or "excellent." Few thought their health was only "fair" (11.2%) or "poor" (1.1%).

Male and female respondents gave similar descriptions of their overall health status. Responses were similar across categories of age, marital status, residence, region,

employment status, and wealth quintiles. Some slight differences in perceived health status may be seen across categories of education. More illiterate respondents described their health as “poor” than did respondents with higher levels of education (3.7% of those who are illiterate described their health as poor, compared to less than 1.2% of those with some education).

SYPE results are similar to the Population Council’s 1998 ASCE results in that few adolescents perceive their health as being poor. ASCE asked adolescents to rate their general health status as “very healthy,” “normal,” or “in poor health,” compared to others in their age group. In ASCE, more males than females perceived themselves as being very healthy: 30.6% of males perceived themselves as “very healthy” compared to 20.4% of females who gave this response (Population Council, 1998: 51).

### **2.2.1 Usual Source of Medical Care**

We asked young people aged 15-29 about where they usually go for care when they are sick. About half (45.4%) of SYPE respondents noted that they usually go to a private clinic or hospital, 26.4% go to a government hospital, 13.0% visit a health unit, and 10.0% reported that they do not seek care.

The usual source of medical care seems to relate most strongly to where a young person lives and to his or her family wealth status (see data in Appendix Table A2.1). More than half of the respondents living in urban (53.6%) and informal urban (54.9%) areas use private clinics or hospitals as their primary source of care, and a smaller proportion (39.5%) of those living in rural areas use them. The health unit is the primary source of care for 18.5% of young people living in rural areas, compared to less than 6% of those living in urban or informal urban areas. More than half the youth living in urban governorates and in Lower Egypt use the private clinic or hospital as their primary source of care, and about 23% of youth in these areas use a government hospital. In Upper Egypt and the Frontier governorates, more than one-fourth of young people surveyed visit the government hospital, another fourth visit private clinics or hospitals, and about one-fifth of in these regions visit health units. Less than 8% of youth in urban governorates and Lower Egypt report that they do not seek medical care, compared to 14% in Upper Egypt and 17% in the Frontier governorates.

More illiterate respondents (18.4%) report not seeking health care when feeling sick than do those who have some education. At higher levels of education, more respondents refer to a private clinic or hospital as their usual source of care. Employment status alone does not seem to be directly related to usual source of care.

At higher levels of wealth, SYPE respondents show greater preference for medical care from private clinics and hospitals than from public hospitals and health units. For 35.4% of those in the lowest wealth quintile, government hospitals are the usual source of medical care, followed by health units (23.0%) and private clinics (22.7%). Those in the second and middle wealth quintiles have a similar profile—about 40% go to private clinics, about 29% go to government hospitals, and between 14%-17% to health units. More than half of those in the fourth quintile attend private clinics, 23.8% go to government hospitals and only 7.0% attend health units. Among those in the highest wealth quintile, 71.8% attend private clinics, only 12.8% go to government hospitals and less than 3% go to health units.

## Number of Visits to a Health-care Service Provider over the Past Six Months

Among SYPE respondents who stated that they have been to any type of health-care facilities, males reported an average of 1.1 visits in the previous six months, and females reported 1.4 visits during the same period. Youth in Upper Egypt and the Frontier governorates had fewer visits to health facilities in the past six months than did young people in Lower Egypt and the urban governorates. Older females had slightly more visits than younger females, and ever-married females had more visits than never-married females. These differences may reflect antenatal care or child-related visits among married females of childbearing age. Number of visits does not appear to be directly related to household wealth (see data in Appendix Table A2.2).

## Cost of Treatment and Medications

For those aged 15-29 who specified a public health-care facility, the average cost of fees for medical care was LE 14.3 and the cost of medications was LE 38.4. Males paid LE 13.7 on average for a visit and LE 37.0 for medications. Females paid LE 16.1 for a visit and LE 39.8 for medications. Average fees for medical care and for medications were slightly higher in urban and informal urban areas than in rural areas. SYPE respondents' medical care fees and medications were highest in the urban governorates (LE17.3, medication LE 45.4) and lowest in the Frontier governorates (LE 10.9, medications LE 29.5). As would be expected, fees and medication costs increased with greater wealth. Those in the lowest wealth quintile paid the lowest amount (LE 9.2 on average) and those in the highest wealth quintile paid the highest amount (LE 22.7 on average). Cost responses for items in this question also included cost of laboratory work. The average cost for this item was higher for males than females. Tests and lab work, like other medical expenses, are more costly on average in urban areas and for those in the highest wealth quintile.

Table 2.2.1 Average costs at last medical visit, in Egyptian Pounds (LE)			
Weighted distribution of youth by sex, region, and wealth			
Characteristic	Treatment	Medications	Tests/lab work
<b>Sex</b>			
Males	13.7	37.0	59.8
Females	16.1	39.8	47.6
<b>Urban/rural residence</b>			
Urban	17.3	44.5	67.5
Rural	12.6	34.5	41.6
Informal urban areas	16.1	40.4	54.0
<b>Region</b>			
Urban governorates	17.3	45.4	54.5
Lower Egypt	14.5	38.7	17.7
Upper Egypt	12.5	32.7	16.5
Frontier governorates	10.9	29.4	68.0
<b>Wealth quintile</b>			
Lowest	9.2	27.7	45.6
Second	11.5	34.1	38.4
Middle	12.9	43.5	46.9
Fourth	16.4	36.7	40.0
Highest	22.7	41.7	89.0



## Time and Cost of Travel to Seek Health Care

More than half of the SYPE respondents who sought health care in the past six months (54.1%) can reach the health facility they use in less than 30 minutes, and 89.3% can reach it in less than one hour. The mean travel time to health care is 26.1 minutes. Travel times are longer in rural areas, where 14.2% of young people report that they need more than an hour to get to their usual health facility.

The average reported cost of transportation to reach the most commonly used health-care facility is LE 2.5. About half of SYPE respondents pay LE 1 or less, and 94.9% of SYPE respondents pay less than LE 10 to get to their usual source of care.

### 2.2.2 Medications

About 16.3% of SYPE respondents aged 15-29 reported having taken a medication without prescription in the past two weeks. Non-prescription medication use is more prevalent among females (21.6% of whom had used such medication) than among males (11.2%).

Among males, use of medicines is less prevalent in Upper Egypt (6.4% of males had used medication in the previous two weeks, compared to 13.2% or more in the other regions). Among females, use of medication without prescription is least prevalent in the Frontier governorates (10.8%) and most prevalent in urban governorates (31.6%).

Table 2.2.2 Percentage of young people aged 15-29 who used medication without prescription in previous two weeks, by residence and region, Egypt, 2009		
Residence	Male	Female
<b>Urban/rural</b>		
Urban	12.9	26.0
Rural	10.2	18.3
Informal urban areas	11.8	26.4
<b>Region</b>		
Urban governorates	14.4	31.6
Lower Egypt	13.2	19.8
Urban Lower Egypt	11.5	20.1
Rural Lower Egypt	13.7	19.8
Upper Egypt	6.4	18.0
Urban Upper Egypt	8.4	21.9
Rural Upper Egypt	5.8	16.8
Frontier governorates	13.5	10.8
<b>Total (percent)</b>	<b>11.2</b>	<b>21.6</b>
<b>Number of respondents</b>	<b>4,908</b>	<b>6,068</b>

### Types of Medications Taken Without Prescription

Pain relievers are the medications most commonly taken without a doctor's prescription. About 12.5% of SYPE respondents 15-29 had taken a pain reliever without prescription in the previous two weeks, of whom 64.7% were female and 52.1% were between the ages 18-24. Young people also took antibiotics without prescription; about 4.8% of SYPE respondents reported doing so in the two weeks preceding the survey interview. Of those who used antibiotics, more (57.1%) were female and half (54.1%) were aged 18-24. Some

respondents (1.9%) had taken an antispasmodic medication without prescription in the previous two weeks; of these, 76.9% were female, 23.1% were male, and 52.6% were between the ages of 18 and 24.

Most of the SYPE respondents aged 15-29 who had taken nonprescription medication in the past two weeks had been advised to take it by a pharmacist (50.5%) or decided their own to take it (43.2%). Slightly more males than females were advised to take medication by a pharmacist, and slightly more females than males took medication based on their own. For 9.2% of those between the ages of 15 and 17 who had taken medication, it was a parent who suggested the medicine, although parents were the source for only 4.3% of those 18-24 and 1.2% of those aged 25-29.

Fewer of those in rural areas who had taken medication were advised to do so by a pharmacist, compared to those in urban or informal urban areas. More than half (55.8%) of those in Upper Egypt who had taken medication did so on their own without the advice of a medical professional.

<b>Table 2.2.3 Medication advice, by sex, residence, and region, among those 15-29 who took non-prescription medication in previous two weeks, Egypt, 2009</b>						
<b>Characteristic</b>	<b>Self</b>	<b>Nurse</b>	<b>Pharmacist</b>	<b>Parent</b>	<b>Friends</b>	<b>Other</b>
<b>Sex</b>						
Male	37.6	0.8	55.1	5.2	1.3	0.0
Female	46.2	0.4	48.0	4.0	1.4	0.1
<b>Urban/rural residence</b>						
Urban	37.6	0.4	54.9	6.1	1.0	0.1
Rural	47.8	0.8	46.1	3.6	1.8	0.0
Informal urban areas	41.4	0.4	55.3	2.5	0.4	0.0
<b>Region</b>						
Urban governorates	34.8	0.4	58.1	5.5	1.0	0.2
Lower Egypt	41.7	0.6	51.3	4.4	2.0	0.0
Upper Egypt	55.8	0.7	39.7	3.3	0.6	0.0
Frontier governorates	42.7	0.0	54.3	1.5	1.5	0.0
<b>Total</b>	43.2	0.6	50.5	4.4	1.3	0.1
<b>Number of respondents</b>	1,846					

## 2.3 REPORTED INCIDENCE OF CHRONIC DISEASES AND DISABILITY

Because the SYPE data-collection process did not include the collection of biomarkers, it is important to note that the data presented in this section on incidence of chronic diseases and disability is based on self-reports and not on medical testing or medical examination.

### 2.3.1 Chronic Diseases

A small percentage (4.8%) of SYPE respondents reported having a health problem. Table 2.3.1 shows the reported prevalence of diseases among SYPE respondents.

<b>Table 2.3.1 Chronic diseases reported by SYPE respondents</b>	
	<b>Percent</b>
Anemia	0.6
Arthritis	0.6
Lung disease (not asthma)	0.5
Migraine	0.4
Heart disease	0.3
Kidney disease	0.4
Skin allergy	0.3
Diabetes	0.2
Asthma	0.2
Ulcer	0.2
Menstrual problems	0.2
Hepatitis	0.1
Epilepsy	0.1
Acne	0.1
Bilharzia	0.1
Hypertension	0.1
Cancer	<0.1
Cataract	<0.1
Cholesterol	<0.1
Other health problem	0.9
Number of respondents	15,029

Prevalence of some chronic diseases is lower in SYPE than in the 2008 Egypt Demographic and Health Survey (EDHS). This discrepancy may be related to the self-reported nature of the SYPE data and the different age structure of the two survey samples. According to the EDHS, among people aged 15-29, 3.6% of women and 2.3% of men (3.1% overall) have been told by a medical practitioner that they have diabetes (Zanaty & Way, 2008:227). The lower reported prevalence in SYPE may reflect the point that prevalence of some types of diabetes increases with age, and few of the young people in SYPE (0.2%) have developed diabetes. According to the EDHS, hypertension has been diagnosed in 3.8% of females and 4.9% of males aged 15-19, 4.7% of females and 4.2% of males aged 20-24, and 5.0% of females and 6.1% of males aged 25-29, substantially more than the 0.1% of SYPE respondents who report having hypertension (Zanaty & Way, 2008, p. 231-232). Also in the EDHS, 1.4% of respondents aged 15-29 reported having had a positive result on a hepatitis test. However, most people (78.7%) have never been tested. In SYPE, 0.2% of the respondents reported having hepatitis.

### 2.3.2 Disability

About 1.3% of SYPE respondents reported having a disability. Among all SYPE respondents, 0.6% report having a learning disability, 0.5% reported having a physical disability, 0.1% had a vision disability, and 0.1% had a hearing disability. Among the SYPE respondents who reported a learning disability, 64.5% are male, 20.5% are out of the labor force and in school, and 44.5% are out of the labor force and out of school. Among those with a physical disability, 61.1% are male, 57.0% are illiterate, 94.7% are out of the labor force, and 55.4% live in Upper Egypt.

Similar to the data on prevalence of chronic diseases, the data on disability are based on self-reports. Prevalence may be under-reported in the SYPE sample because respondents may not be aware of their condition, except in severe cases.

## Impact of Disability or Chronic Disease on Daily Life

All those who reported having a chronic disease or a disability (about 5.8% of all SYPE respondents) were asked if it affected their attendance at school or work. Within this group, 59.5% felt that their disability prevented them from performing their regular responsibilities. About 14.8% of this group is illiterate, compared to 6.7% among all SYPE respondents. About 20.5% of those who reported having a chronic disease or a disability have not attended school.

Among those with a disease or disability who attend school, 37.1% reported that the disease had interrupted attendance at school. The majority of this group was in the 10-14 age category.

Among the SYPE respondents who reported having an illness or disability, 68.8% have never worked. Of those who have ever worked, 67.5% are wage employees, 1.1% are self-employed, 4.7% are unpaid family workers, 10.0% are unemployed and looking for a job, 4.7% are out of the labor force and in school, and 11.9% are out of the labor force and out of school. Among this group who ever worked, 45.4% had to miss days at work because of their condition.

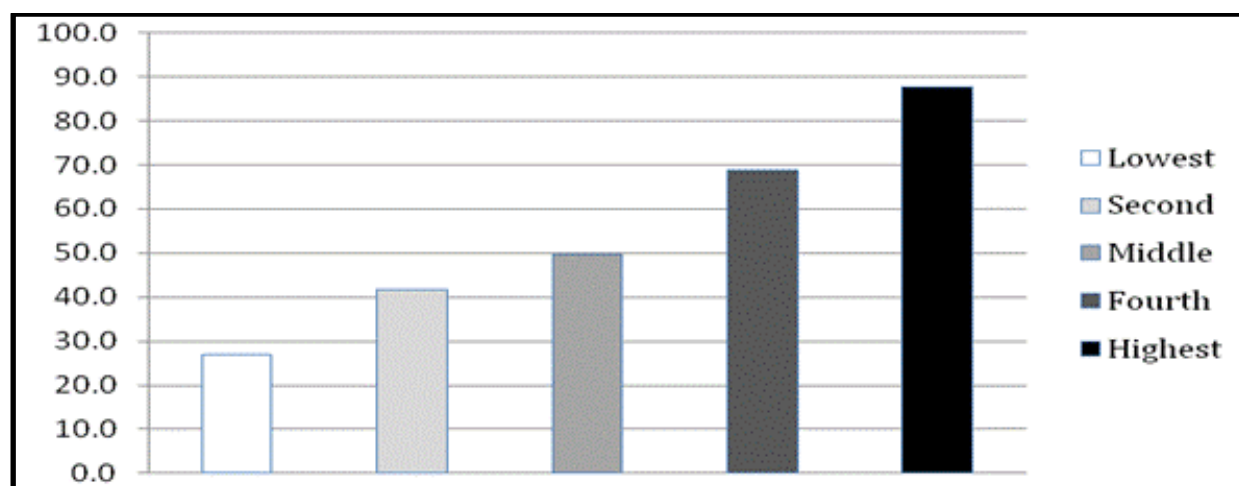
These results indicate that little accommodation is made for the needs of the disabled in terms of getting to work or school.

## 2.4 HYGIENIC PRACTICES

### 2.4.1 Tooth Brushing

About 51.5% of males and 56.7% of females clean their teeth using toothpaste and a tooth brush. Tooth-brushing prevalence is similar across the age groups and more common in urban (71.7%) and informal urban areas (60.8%) than in rural areas (43.5%). Tooth brushing is least common in Upper Egypt, where 36.4% of youth report ever brushing their teeth. Educational level is associated with tooth-brushing prevalence; the habit is least common among those who are illiterate (21.4%) and more common (45.8% prevalence or greater) among those with at least some education. The prevalence of ever brushing one's teeth is higher at higher wealth quintiles.

Figure 2.4.1 Percentage of young people who brush their teeth, by wealth quintile, Egypt, 2009



## 2.4.2 Hand Washing

About 87.1% of SYPE respondents (89.1% of males and 85.0% of females) say they wash their hands with soap after using the bathroom. Some slight variation is found by residence: 90.6% of those in urban areas, 90.0% of those in informal urban areas, and 84.7% of those in rural areas reported hand washing. Self-reported hand washing with soap is slightly lower among those who are illiterate (75.9% report hand washing) than among those with some education. Self-reported hand washing also increases slightly with greater wealth.

## 2.5 HEALTH AND THE ENVIRONMENT

### 2.5.1 Perceived Environmental Pollution

We asked SYPE respondents aged 15-29 if they perceive any type of pollution in the area in which they live. About 29.3% of them think that the environment around them is polluted. More males (37.9% of all males 15-29) than females (20.2% of all females 15-29) thought that the environment is polluted. Fewer respondents in rural areas thought the environment is polluted than did those in urban or informal urban areas. Perception of pollution is more common among those who live in urban metropolitan governorates and in Upper Egypt than in Lower Egypt or the Frontier governorates.

Fewer respondents with no education thought the environment is polluted, compared to those with some formal education, and more people who are in the labor force thought the environment is polluted than did those out of the labor force. Wealth quintile was not strongly associated with this perception of (see data in Appendix Table A2.3).

### 2.5.2 Types of Pollution Perceived in the Immediate Environment

Among all SYPE respondents 15 and older, 19.0% think that the streets are dirty or there is garbage in the streets, 12.9% think that the air is polluted, and 9.3% think there is sewage/sanitation pollution. More males than females thought that there is any type of pollution. Perceived pollution varied by type of residence and region of Egypt. More respondents in the labor force perceive that there is any type of pollution than do those who are out of the labor force.

**Table 2.5.1 What type of pollution do you see in your area?**

Characteristic	Air	Water	Street	Noise	Sewage	Food
<b>Sex</b>						
Male	16.5	11.3	25.9	7.0	13.4	1.0
Female	9.1	3.1	11.9	4.3	5.0	0.2
<b>Urban/rural residence</b>						
Urban	15.3	5.1	19.6	10.5	8.1	0.2
Rural	11.2	8.4	17.9	2.5	10.0	0.8
Informal urban areas	14.5	7.6	22.9	8.0	8.8	0.7
<b>Governorates</b>						
Urban governorates	14.7	5.1	20.2	10.1	8.9	0.3
Lower Egypt	10.8	5.9	14.2	4.0	7.0	0.9
Upper Egypt	14.6	10.3	24.2	5.0	12.4	0.5
Frontier governorates	2.9	5.7	13.0	1.6	6.9	0.0
<b>Labor-force participation</b>						
In Labor Force	16.0	9.5	23.7	6.6	12.2	0.9
Out of Labor Force	11.0	5.6	16.1	5.1	7.5	0.5
<b>Average</b>	12.9	7.3	19.0	5.7	9.3	0.6

## **Perception of the Health Effect of Pollution in the Immediate Environment**

We asked those who noted that they felt there is pollution in their immediate environment if it has affected their health. Among these respondents, 25.3% thought that the pollution affected their health. More males (30.1% of males who thought the environment was polluted) than females (16.1%) thought that environmental pollution affected their health. Relationships between pollution and health were seen differently by respondents from different regions of Egypt. Although 34.9% of those in urban governorates reported that their environment was polluted, only 14.1% of these respondents thought it affected their health. In contrast, 22.4% of respondents from Lower Egypt thought their environment was polluted, but a greater proportion of them (27.6%) thought it affected their health.

When we asked this group about the specific impact on their health, 22.5% thought the pollution affected the respiratory system, 3.1% thought it caused digestive problems, 2.0% thought the pollution caused skin rash, 1.4% thought it caused kidney problems, 0.9% thought it caused liver problems, and 0.3% thought it caused other problems. More than four-fifths (82.3%) of those who thought that environmental pollution caused respiratory problems were male and 17.7% were female.

## **2.6 EXPOSURE TO RISKS OF INJURY AND VIOLENCE**

### **2.6.1 Risks in Use of Means of Transportation**

We asked SYPE respondents aged 10-29 about the most common means of transportation they used. Public transportation (microbus, bus, metro, train, taxi, *toktok*, truck, or cart) is the most frequent means of transportation for 74.9% of SYPE respondents). Private transportation (bicycle, motorcycle, private car, walking) is used by the remaining 25.1%. More males than females take minibuses as their most frequent form of transportation, and more females than males walk as their most frequent form of transportation. Walking is more common among younger than older respondents, whereas minibuses are more common among older than younger respondents (see data in Appendix Table A2.4).

We asked young people about the most serious risks they face on the street. Among all SYPE respondents, 56.2% think there is at least one serious risk they face on the street. More than one-fourth (29.7%) of SYPE respondents thought that fast/reckless driving is a serious risk on the street, while 26.6% thought crowding is a serious risk. Among female respondents, 13.5% felt that sexual harassment is the most serious risk they face on the street.

Among SYPE respondents who most often used public transportation, most (68.4%) feel there is at least one form of risk they take while doing so. Crowding was the risk most mentioned (by 40.0% of those who ride public transportation), followed by fast and reckless driving (by 33.3% of riders), pushing (by 12.4% of riders), aggressive drivers (by 9.9% of riders), theft (by 6.6% of riders), and not having enough time to board and exit public transport (by 4.6% of riders). Among females who most often take public transportation, 13.0% said that sexual harassment is the most serious risk they face while on public transportation.

Among those who most often take a microbus, 44.6% noted the risk of crowding, 36.4% report the risk of fast driving, 13.6% reported the risk of pushing, and 11.4% reported the risk of aggressive driving. Among females who most often take the microbus, 15.9% reported that sexual harassment is the most serious risk they face. Few *tok tok* riders reported the risk of theft (only 2.5%), but 35.3% reported the risk of fast/reckless driving, 20.3% reported crowding, 9.6% reported pushing, and 8.2% mentioned aggressive driving. The most common risk reported by bus riders was crowding, reported by 47.4% of those who most often take a bus. Among those who most often take a taxi, 30.1% feel fast/reckless driving is a serious problem, 22.6% noted the risk of crowding, 10.9% thought aggressive driving is a serious risk, 6.3% think theft is a serious problem, and 9.4% of women who mostly take taxis feel that sexual harassment is the most serious problem they face. For those who most often take the metro, 73.8% think crowding is the most serious risk, 29.2% feel that pushing is a serious risk, and 15.3% of females feel that sexual harassment is the most serious risk. Of those who mostly use the train, 18.3% reported that theft is a serious risk, 61.4% reported that crowding is a serious risk, 16.3% thought pushing is a serious risk, and 18.6% reported that the train does not stop long enough for passengers to board or exit. More than a fifth (22.7%) of females who most often take the train reported that sexual harassment is the most serious risk they face on the train.

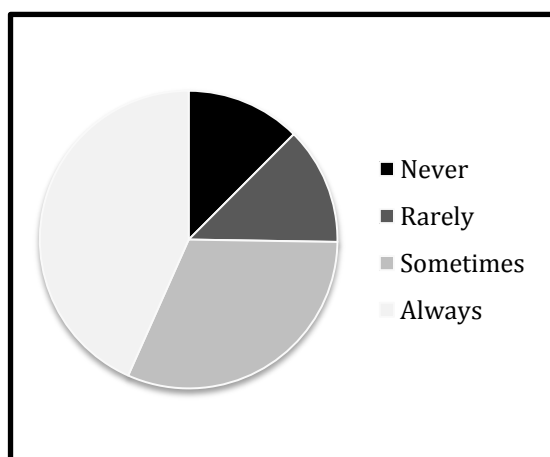
## 2.6.2 Safety Measures in Driving or Riding Bicycles or Motorcycles

When we asked those who ride bicycles if they wore helmets, the majority (97.4%) noted that they never do. The remaining small group noted that they rarely do so. Among those who most frequently ride a motorcycle, only 15.9% noted that they always wear a helmet, 71.8% noted that they never wear a helmet, and 12.4% noted that they sometimes or rarely wear a helmet.

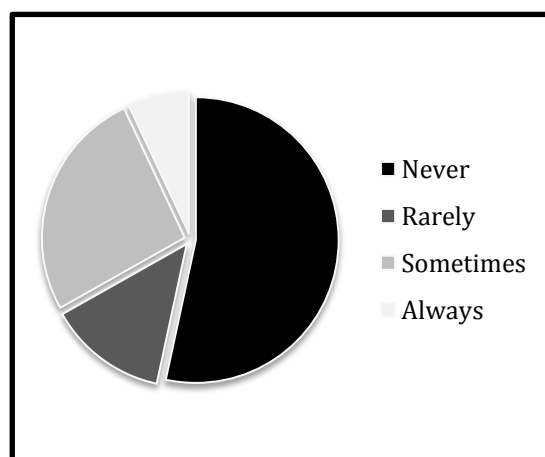
Few (4.4%) SYPE respondents aged 15-29 drive a car, and most of these sometimes or always wear a seat belt. However, seat belt use among passengers is much less common; 53.4% report that they never wear a seat belt when riding as passengers.

Always or sometimes wearing a seat belt as an automobile passenger is more common among males (47.5% of whom report always or sometimes wearing one) than among females (18.2% report always or sometimes wearing one), and more common among older

**Figure 2.6.1 Seat-belt use among young drivers, Egypt, 2009**



**Figure 2.6.2 Seat-belt use among young passengers, Egypt, 2009**



than younger respondents. More respondents living in urban governorates wear a seat belt sometimes or always (42.9%) than do those living in Lower Egypt (32.4% sometimes or always), Upper Egypt (28.4%), or the Frontier governorates (24.9%). (See data in Appendix Table A2.5.)

### **2.6.3 Young People and the Use of Violence**

Violence exercised by or against young people is highlighted in the international literature as a major behavioral risk for this group (Krug et al., 2002). The SYPE survey included questions on incidence of violence experienced by young people. We divided those risks into: engagement in a fistfight, violence experienced in dealing with police authorities, and carrying any sort of weapon.

Some SYPE respondents aged 10-29 (3.0%) had encountered police violence. Most (85.2%) of those who encountered police violence were male, and most (79.4%) were 18 or older. The majority (63.8%) of those who reported having encountered police violence were in the labor force, only 36.2% were out of the labor force, and nearly half (49.2%) were wage employees. Those who had encountered police violence were from all the regions of Egypt and from all five wealth quintiles in proportions similar to that of the sample population.

In terms of fistfights, 6.8% of all SYPE respondents reported that they had been in a fistfight within the past 12 months. The majority of this group (93.8%) were males. Many of them (46.1%) were young, between 10 and 14. All wealth quintiles were fairly evenly represented.

Less than 1% of SYPE respondents (0.8%) reported carrying weapons. Just over half (59.2%) of those who carry weapons are males, and about half (57.4%) of them live in urban areas. Weapons were most prevalent among the young in urban metropolitan governorates—40.8% of those who carry weapons live there, followed by those who live in Urban Upper Egypt, who constitute 16.8% of all those who carry weapons.

Of those SYPE respondents who carry a weapon, knives are the most common weapon (carried by 40.1% of those who carry weapons) followed by pins (30.4%) and razors (21.7%). There was a clear gender dimension to the weapon of choice, with males preferring to carry knives, and females preferring to carry pins. Razors were also used. They are carried by 26.6% of the males who carried weapons and 14.6% of females who carried weapons. Razors and pins are more popular among young respondents who carry weapons; among older respondents, knives are more popular.

A follow-up question about weapons was whether respondents ever used them. Analysis shows that although overall weapon use is low, those who carry a weapon are likely to have used it. Among all SYPE respondents, 0.4% have used a weapon, and among those who carry a weapon, about half (51.4%) have used it. More males who carry a weapon have used one (59.5%), compared to females who carry a weapon (39.8% of whom have used a weapon).



#### 2.6.4 Exposure to Injury and Accidents

Like violence, injury is a major health concern that disproportionately affects young people (Peden et al., 2008). The frequent exposure to injury or accidents is often seen as a sign of living in a risky environment or engaging in risky behavior. Among all SYPE respondents aged 10-29, 14.9% reported having had an injury or accident in the previous 12 months. Some (3.3%) had had more than one incident in the previous year. More males than females reported having had an injury. Injuries were also slightly more prevalent in younger age groups: 18.7% of those in the 10-14 age group, 15.4% of those aged 15-17, and 12.8% of those aged 18-24, compared to 13.0% of those in the age group 25-29. Prevalence of injury in general was similar across the regions of Egypt and similar across wealth quintiles.

Overall, more males than females reported falling, having a deep cut, being in a collision, or being in a fight. Car collisions were more common in urban governorates than in other areas. Cuts and collisions were more prevalent among those in the labor force than among those not in the labor force, perhaps as a result of work-related injuries. Females and ever-married youth (both male and female) report more burns, compared to males or never-married youth. Burns were most common in Upper Egypt (both urban and rural) and in the Frontier governorates, less common in Lower Egypt, and least common in the urban governorates. Some of these burns may be attributable to hazardous ovens or stoves that put women at risk while cooking.

<b>Table 2.6.1 Types of injuries among all SYPE respondents, by sex, Egypt, 2009</b>			
<b>Injury</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Fall	10.2	8.5	9.4
Burn	0.7	2.4	1.5
Deep cut	2.3	0.8	1.6
Choked/suffocated/drowned	0.0	0.1	0.1
Collision	1.5	0.4	0.9
Poisoning	0.1	0.1	0.1
Gas intoxication	0.0	0.0	0.0
Electrocution	0.5	0.4	0.5
Car collision	0.8	0.2	0.5
Other road collision	0.4	0.2	0.3
Fistfight	2.7	0.1	1.4
Sprain	2.8	2.2	2.5
Physical assault	0.1	0.1	0.1
Other injury	0.0	0.0	0.0
<b>Total percent who report having had any injury</b>	<b>18.0</b>	<b>11.7</b>	<b>14.9</b>
<b>Number of respondents</b>	<b>6,949</b>	<b>8,080</b>	<b>15,029</b>

#### 2.6.5 Young Females' Experience with Sexual Harassment

Female respondents aged 10-29 were asked about exposure to sexual harassment. About 43.8% said that they had experienced some form of sexual harassment. Sexual harassment was less common among girls 10-14 than among older females, and was equally prevalent among ever-married and never-married females.

Sexual harassment was most common among females in urban governorates, where 65.8% had experienced sexual harassment, and least common in rural Upper Egypt, where 23.9% reported it. Experience of sexual harassment was more common among females who work than among those who do not work, more prevalent among those females in higher wealth

quintiles, and less prevalent among those in lower wealth quintiles (see data in Appendix Table A2.6).

### **Types of sexual harassment**

Among all female SYPE respondents, 43.4% reported that someone had talked to them about sex, 1.9% reported that someone had touched their private parts or made them touch their private parts, 0.4% had had someone make inappropriate comments of a sexual nature, and 0.1% had been hugged or kissed in a sexual way. Of those who had been touched, more live in urban and informal urban areas than in rural areas.

### **Perpetrator and location**

Strangers are by far the most common type of perpetrators of sexual harassment against young females. About 42.9% of all female SYPE respondents had experienced sexual harassment from a stranger, 1.2% from an acquaintance, 0.4% from a family member, 0.3% from a co-worker, 0.1% from a teacher, and 0.01% from a boss. Nearly 18.0% of all female SYPE respondents had experienced sexual harassment on transportation, 4.4% in a dark street, 2.4% at school, and 28.9% experienced sexual harassment in a place not specified in the survey.

### **Reporting**

Among those SYPE respondents who had experienced sexual harassment, only 48.3% told someone about their experience. Younger females were more likely than older females to tell someone about their experience; 58.5% of those aged 10-14 told someone, while only 40.9% of those aged 25-29 did so. Fewer females living in rural areas told someone than did females living in urban or informal urban areas. Slightly fewer females in the lower wealth quintiles told someone about the sexual harassment experience than did females in the higher wealth quintiles. Among those SYPE respondents who experienced sexual harassment, 25.8% told a parent, 21.0% told a friend, and 8.1% told another relative. No one told the police or a doctor about the sexual harassment experience.

### **Attempted rape**

One respondent (0.01% of the female SYPE respondents) reported that someone had tried to force her to have sex. It is not possible to derive generalizable results from this single case. However, in this case the perpetrator was a stranger. The attempted rape happened on transport and/or at work (respondent answered “yes” to both transport and to work locations). The respondent told a parent and told friends, but did not tell the police about the attempted rape.

## **2.7 NUTRITION, DIETARY HABITS AND PHYSICAL ACTIVITY**

This section of the research tool inquired about eating and dietary habits. It included sub-sections inquiring about the consumption of different food groups and items and perceptions of overweight.

### **2.7.1 Eating Habits**

About half of SYPE respondents (57.2%) reported being in the habit of taking breakfast daily. Another 3.5% reported never getting breakfast in the morning, 6.2% reported that

they rarely do so, and 33% reported that they sometimes do so. There were no significant differences in reporting having breakfast by age, sex or wealth level.

The section on dietary habits inquired about young people's consumption of seven groups of food: carbohydrates (rice, pasta and potatoes); animal protein (eggs, meat and chicken); dairy products; vegetables (cooked or fresh); fruits; legumes; and processed food along with carbonated drinks.<sup>13</sup> The section also collected information on whether respondents consumed an item or not, consumed it between 1-3 times in the week before the interview, or consumed it for more than three times in the week before the interview.

A major observation is that wealth is a determinant of level of consumption of all food groups. The only exception is in the consumption of legumes (*foul*). While 44.3% of those in the poorest wealth quintile consumed legumes more than three times in the week preceding the interview, 38.9% of those in the highest wealth quintile reported the same (see data in Appendix Table A2.7).

High consumption of carbonated drinks and fast food is common among young people. Again, wealth status is a major determinant, with 42% of youth in the highest wealth quintile consuming these products more than three times a week; 51.5% consuming them between 1-3 times a week and only 6.4% not consuming them. Among those in the lowest wealth quintile, 13.9% noted that they consumed these products more than three times a week, 54.3% reported consuming them once and 31.9% reported not consuming them. Consumption of these products is highest in urban areas, with 16.7% of youth in urban areas reporting consuming carbonated drinks more than three times a week, compared to 8.22% of those in rural areas. High consumption of these products (more than three times a week) decreases with age, with those in the youngest age groups (10-14) reporting the highest levels of consumption. Data on male respondents show that they consistently consume these products more than female respondents.

<b>Table 2.7.1 Consumption of carbonated drinks by residence</b>				
<b>Residence</b>	<b>Never</b>	<b>1-3 times</b>	<b>3+ times</b>	<b>Total</b>
Urban	27.7	55.5	16.8	100.0
Rural	45.4	46.4	8.2	100.0
Total	38.1	50.1	11.7	100.0

The consumption of fruits is also remarkably correlated with wealth level, with 32% of those in the highest wealth quintile consuming them more than three times a week, compared to only 13% of those in the lowest wealth quintile.

When we combine all animal protein products (chicken, meat and eggs), the difference in consumption across wealth quintile is not high (with 51.9% of those in the poorest wealth quintile reporting consuming it more than three times a week compared to 61.1% of those

<sup>13</sup> This section is based on analysis provided by Dr. Amina Aitsi-Selmi, MBBChir MA (Cantab) MRCP MPH MFPH, Wellcome Trust PhD Research Fellow, Department of Epidemiology and Public Health, University College London 1-19, Torrington Place, London WC1E 7HB.

in the highest wealth quintile). However, those in the poorest wealth quintile tend to consume more eggs than other forms of animal protein. Only 5.5% of those in the lowest wealth quintile reported consuming meat more than three times in the week preceding the interview, with 31.2% of them reporting never eating any meat in the same reference period. Among those in the highest wealth quintile, 14.4% reported consuming meat more than three times in that week. Egg consumption was relatively equal among the different wealth quintiles compensating those in the poorest quintiles for their limited meat consumption. About one-fourth of youth in all wealth quintiles reported consuming eggs more than three times; half of them reported eating eggs between one to three times. Finally, fish consumption was low for all groups, with 36.5% reporting not eating fish in the week preceding the interview. The pattern of wealth difference in consumption by wealth quintile is also clear in the consumption of fish (see data in Appendix, Table A2.8).

This section also included a question on whether young people (aged 15-29) preferred their food to be salty. About 22.31% of all SYPE respondents noted that they preferred it this way. Females were slightly more like to prefer salty food (24.3% versus 20.5% of male respondents). The age group 18-24 showed the highest level of incidence of this preference, with 50% of them expressing this preference, compared to 22.5% of those in the age group 15-17 and 27.0% of those aged 22-29. Wealth level did not seem to have a significant impact on preference for salty food.

Another dietary-related issue is the type of bread that young people eat and whether it is dark or white. Overall, about 70% noted that they consumed brown bread (which is the subsidized type of bread). Consumption of this type of bread is equally distributed along all wealth quintiles, although those in the highest quintile had a slightly lower consumption level than the rest of the population. About 16% noted that they consumed white bread and about 39% noted that they consumed home-baked bread. The majority of this group (88%) lives in rural areas.

For young people currently in school, the module ends with a question about what they eat in school and whether they face concentration problems during the day. Only 3.6% of those in the age group 10-14 noted that they get a school meal. As would be expected, the incidence of getting school meals is much lower in the older age groups. The majority of this group (74.5%) lives in rural areas and about 30.6% are in the lowest wealth quintile. Respondents were allowed to select more than one option. About 74.6% of all SYPE respondents who are in school noted that they buy their own food and 48.6% noted that they bring home-made sandwiches. However, about 30.1% noted that they have difficulty concentrating in school. This problem was noted across all wealth quintiles, but students who were in the lowest wealth quintile were more likely to report facing difficulty (33.3% compared to 27.3% of those in the highest wealth quintile).

### **2.7.2 Perceptions of Weight and Obesity**

About 75% of all SYPE respondents described themselves as having the right weight for their height. A total of 7.2% believed that they were overweight. Those who believed that they were underweight constituted about 16% of all respondents.

Females were more likely to describe themselves as overweight, (10.6%, compared to 4% of male respondents). Male respondents were more likely to report being underweight,

(21%, compared to 14.3% of females). The Egypt Demographic Health Survey (EDHS) of 2008 has shown that about 66% of married females aged 25-29 suffered overweight or obesity. Among the married females in this age group, 15.2% stated that they were overweight. Perception of being overweight also increases by age, with 70.5% of those aged 18-29 noting that they are overweight.

Wealth is correlated with reporting being overweight. While 22% of those in the lowest wealth quintile noted that they were either very underweight or slightly underweight, 14.8% of those in the highest wealth quintile reported the same. However, while 4.9% of those in the lowest wealth quintile noted that they were either very overweight or slightly overweight, 10% of those in the highest wealth quintile reported the same.

There was a follow-up question on whether respondents 15-29 were following specific measures to either lose or gain weight. The majority (95.1% of the males and 94.9% of the females) noted that they were not taking any measures to change their weight. About 4.1% of the female respondents and 2.7% of the male respondents noted that they were trying to lose weight. A small group (1.4% of males and 0.9% of females) noted that they were trying to gain weight. The remaining small group was trying to keep the weight they had. Thus, females constitute about 65.1% of those who are trying to lose weight. The proportion is reversed among those who are trying to gain weight, with males constituting 62% of those in this group.

The proportion of those who stated that they are trying to lose weight increases by wealth level, with only 2.1% of those in the lowest wealth quintile reporting that they were trying to lose weight compared to 4.6% of those in the highest wealth quintile.

Of those who were trying to lose weight, 57.8% were skipping meals, 6.8% went to a dietician, 4.1 took pills for weight loss, 28.3% exercised, 1.1% took laxatives and 1.8% took another measure.

### **2.7.3 Physical Activity**

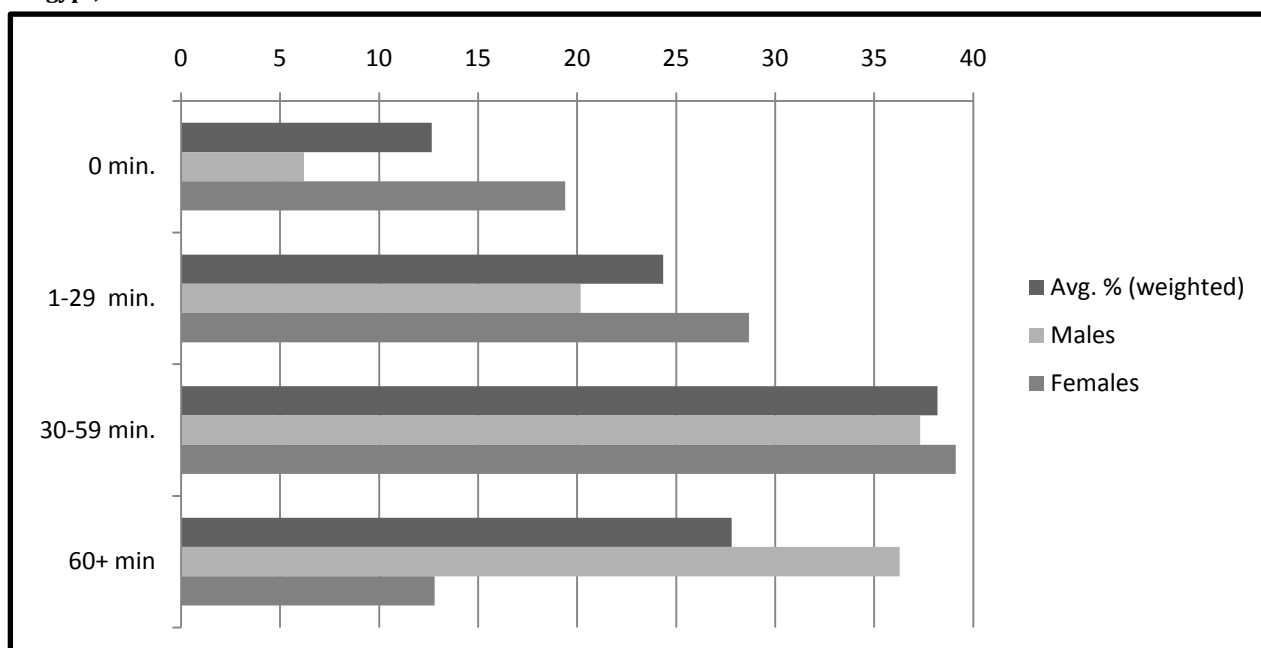
SYPE asked youth 10-29 about their daily physical activities. The question inquired about specific physical activities including walking/biking, going to a gym, playing sports at home, playing sports in a club or a youth center, playing football on the street or having a job that requires physical effort. The major observation is that more males than females, by far, engage in daily physical activity. Nearly all those aged 10-14 walk (or bike) to school or work.

The majority of males walk or bike to school/work. One-third play football in the street and a fifth do work that involves physical activity. Walking or biking to school or work and playing football in the street are more common among younger males than among older males, and physical activity at work is more common in the oldest age group and among those living in rural areas than among younger youth and those living in urban areas. (See data in Appendix Tables A2.9 and A2.10.)

Overall, 61.0% of females walk or bike to school or work, and nearly all 10-14-year-olds (99.3%) walk or bike to school or work. A few females engage in physical activity through their work, but most females—especially those who are over 18 and those who are

married—did not report engaging in any physical activity. Few females go to a gym, play sports at home, or play sports at a club or youth center.

**Figure 2.7.1 Percentage of respondents who spend time walking or biking on an average day, by sex, Egypt, 2009**



A follow-up question inquired about the time spent walking or biking in commuting. On average, males spend 46.0 minutes per day walking or biking to reach someplace, and there is little variation by age or region. Those in the lowest wealth quintile spend slightly more time on average walking or biking for commuting (59.8 minutes per day) than do those in other wealth quintiles: 46.5 minutes per day for those in the second quintile; 47.3 minutes per day for those in the middle quintile; 42.9 minutes per day for those in the fourth quintile; and 41.88 minutes for those in the highest quintile. There is clear gender difference in time spent walking or biking for commuting. Compared to the male average of 46.0 minutes, females spend 25.7 minutes per day walking or biking to reach someplace, with little variation by age. Those in the Frontier governorates spend less time walking or biking for transportation than do those in other governorates (19.5 minutes per day in the Frontier governorates, compared to 23.2 minutes in the urban governorates, 25.4 minutes in Lower Egypt, and 27.7 minutes per day in Upper Egypt).

About 12.7% of SYPE respondents do not spend any time walking or biking for commuting on a typical day. Nearly 20% of female SYPE respondents (19.4%) reported that they do not walk or bike for transportation, and 6.2% of males gave this response. Nearly a fourth (24.8%) spend more than an hour traveling by foot or bicycle, and more of those are males than females.

## 2.8 USE OF TOBACCO, ALCOHOL, AND DRUGS

The questions inquiring about smoking were asked first about other people's smoking habits, including those of family members, then about the respondent's own habit. The rationale for this sequencing is to get proximal data in cases of reluctance to self-report about such sensitive issues. The same technique was also used to inquire about drug and alcohol use.

## **2.8.1 Smoking**

### **Parental Smoking**

Among all SYPE respondents, 41.2% reported that their fathers smoked, and 0.6% reported that their mother smoked. Slightly more of the younger respondents than older respondents reported that their fathers smoked, and slightly more of the older than younger respondents reported that their mothers smoked. A father's smoking was somewhat more common in the urban and Frontier governorates than in other regions. Father's smoking and mother's smoking were somewhat more common in lower wealth quintiles and less common in higher wealth quintiles. Mother's smoking was somewhat more common in the urban governorates and in urban Upper Egypt than in other regions. It was also more common among those respondents who are in the labor force than among those out of the labor force (see data in Appendix Table A2.11).

### **Older Siblings' Smoking**

Among all SYPE respondents, 72.8% reported that none of their older siblings smoked, 20.0% said that few of their older siblings smoked, and 5.3% that all or most of their older siblings smoked. More females (7.0%) than males (3.6%) said their older siblings smoked. Sibling's smoking was reported somewhat more often by older respondents; regardless of respondent's sex (older sibling's sex was not specified).

### **Peers' and Spouse's Smoking**

Respondents aged 15-29 were asked whether their spouses smoked and whether their friends smoked. Responses varied by sex: 19.0% of females reported that their spouses smoked and 7.0% that their friends smoked, and 75.0% of males reported that their friends smoked and 0.2% that their spouses smoked.

Friends' smoking increased with age among male SYPE respondents: from 52.2% of those aged 15-17 to 79.7% of those aged 18-24 to 85.7% of those aged 25-29. Friend's smoking was greatest among males in urban governorates, where 82.2% of males have friends who smoke, and lowest in the Frontier governorates, where 72.0% of males have friends who smoke. More young males who are in the labor force (83.5%) have friends who smoke than do young males out of the labor force (61.5% have friends who smoke). Friends' smoking among males does not seem to be directly related to the degree of wealth.

Nearly half of young married females live with a smoker. Among all females aged 15-29 (both married and unmarried), 19.0% have a husband who smokes, but among all ever-married females, 45.7% have a husband who smokes. Friends' smoking was more common among females living in urban governorates, 11.8% of whom had friends who smoked, than among those in other regions, which ranged between 5.1% in rural Lower Egypt and 6.7% in rural Upper Egypt.

### **Smoking among the Younger Age Group (10-14)**

Respondents aged 10-14 were asked if they had tried smoking cigarettes and water-pipe (*shisha*). Most (98.3%) said they had not. More males than females had tried smoking: 0.9% of males 10-14 said they had smoked a whole cigarette, 1.4% said they had smoked just a puff, and 0.3% had smoked *shisha*, as compared to 0.2% of females 10-14 who had smoked a whole cigarette, 0.7% had smoked just a puff, and 0.1% had smoked *shisha*. More

males who were in the labor force had smoked than had those out of the labor force, and none of the (few) females in the labor force had tried any smoking.

### **Frequency of Smoking**

More than a fourth (26.1%) of males aged 15-29 reported currently smoking cigarettes. Current smoking increases with age, from 5.9% of 15-17-year-old males to 27.5% 18-24-year-old males to 41.0% 25-29-year-olds. Current smoking is more prevalent among males aged 15-29 who are in the labor force—35.2% of whom currently smoke—than among those out of the labor force, 11.4% of whom smoke.

### **Age of Initiation**

For those who currently smoke (occasionally or regularly) and those who used to smoke, SYPE asked about the age at which the respondent smoked a whole cigarette for the first time. The first cigarette among the oldest group of males (25-29) was at age 16.8. For those currently aged 18-24, the age of smoking initiation was 15.8, and for those currently aged 15-17, age of initiation was 13.8. The average age of initiation for males appears to be younger among those in the urban governorates, Upper Egypt, and the Frontier governorates (15.9 years old) than in Lower Egypt (16.3 years old). Male's age of tobacco initiation may increase slightly with increasing wealth as well as with greater education.

### **Smoking During Pregnancy**

The vast majority (99.9%) of females say that they have never smoked tobacco. Less than 0.1% of females overall (n = 4) reported currently smoking cigarettes, and no female between the ages of 15 and 17 reported ever having smoked tobacco.

Among those female SYPE respondents aged 15-29 who have smoked a whole cigarette (n = 6), one has had a child, and she reported that she smoked during her pregnancy. A third of the six female SYPE respondents aged 15-29 who have smoked a whole cigarette reported that they would continue to smoke if they became pregnant.

### **Water-Pipe Smoking (Shisha)**

About 6.1% of SYPE respondents have ever tried *shisha*, 3.5% say they smoke *shisha* regularly, where 90.4% have never smoked *shisha*. Regular *shisha* is more prevalent among males, 4.7% of whom smoke *shisha* regularly, compared to 2.3% of females who smoke *shisha* regularly. Among males, regular *shisha* smoking is more prevalent in the oldest age group (6.3% of 25-29 regularly smoke *shisha*, and 17.9% have tried it) than younger groups (4.4% of 18-24 year olds, and 3.5% of 15-17 year olds smoke *shisha* regularly, and 11.8% of 18-24 year olds and 3.6% of 15-17 year olds have tried *shisha*). More males in Upper Egypt regularly smoke *shisha* (6.0%) than do males in other regions (4.3% in urban governorates, 3.8% in Lower Egypt, and 3.4% in the Frontier governorates). Regular *shisha* smoking and trying *shisha* are more common among those males who are in the labor force—with 5.1% smoking *shisha* regularly and 15.1% having tried it—than among those out of the labor force—3.9% of whom smoke *shisha* regularly and 5.8% of whom have tried it. Prevalence of regular *shisha* smoking is inversely related to wealth.



As with cigarette smoking, very few females reported being regular *shisha* smokers. However, the prevalence rate of their smoking *shisha* is relatively higher than with cigarettes. About 2.3% noted that they smoke *shisha* regularly and 0.4% noted that they have tried it. Among females, prevalence of regular *shisha* smoking is greatest (3.1%) among those with a university education or more, compared to those with other educational levels.

### **2.8.2 Alcohol Consumption**

SYPE asked respondents aged 10-29 if any of their friends had consumed alcoholic drinks, like beer, wine, or spirits, in the past 12 months. About 2.0% of respondents (3.5% of males and 0.5% of females) replied that their friends had consumed alcohol, 88.2% of respondents (83.7% male and 92.8% of female) said none of their friends had consumed alcohol, and 9.8% of respondents (12.8% males and 6.7% females) said that they did not know.

Those aged 15-29 gave similar responses when asked about their own alcohol consumption: 0.9% said they had consumed alcohol (1.7% of males and 0.1% females), 98.7% said they had not consumed alcohol (97.8% males and 99.6% females), and 0.4% refused to answer (0.6% males and 0.3% females). Those aged 10-14 were not asked whether they had consumed alcohol.

Males 15-29 who said that they consume alcohol (n = 71) were asked how frequently they drink, and 67.8% of this group said rarely, 28.0% weekly, and 4.2% daily.

Previous research found a higher prevalence of alcohol use among Egyptian youth, although these studies were based on much smaller sample populations with more limited generalizability than SYPE data. Refaat (2004) found that 14.4% of students at Suez Canal University in Ismailia had tried alcohol, but only 4.1% currently drank alcohol. Current use of alcohol and other drugs was more common among older students, males, those with a higher allowance, those who were working, and agriculture students (Refaat, 2004). Soueif et al. (1988) found that among males working in manufacturing in Egypt, 20.1% had ever drunk alcohol, mostly beer, and the median age of first drinking was 23.8 years. Soueif et al. (1982) surveyed male technical school students in Greater Cairo and found that about 33% of students had consumed alcohol at least once.

### **Drinking and Driving**

Among those SYPE respondents who had drunk alcohol within the past year, 7.1% reported that they had driven a vehicle after drinking, which represents less than 0.1% of all SYPE respondents aged 15-29. Among all SYPE respondents aged 15-29, 1.4% said that their friends had drunk alcohol and driven a vehicle in the previous 12 months.

### **2.8.3 Drugs**

#### **Friends' Drug Use**

SYPE asked respondents aged 10-29 about their friends' drug use, their family members' drug use, and their own drug use. Overall 5.3% (9.6% male and 0.8% female) said their friends had tried drugs. Friends' drug use was more prevalent in older age groups than in

younger age groups (0.59% among the youngest age group compared to 7.64% of those in the oldest age group). In terms of location, reporting friends' drug use was more prevalent in urban metropolitan governorates (9.7%) than in other regions (compared to 4.5% reported in Lower Egypt, 3.5% in Upper Egypt, and 5.4% in the Frontier governorates). Because it is correlated with age, friends' drug use was reported more frequently by respondents who are in the labor force (12.8% reported friend drug use) than by those out of the labor force (2.3% reported friends' drug use).

### **Family Members' Drug Use**

Fewer respondents said that their family members had tried drugs (2.9% overall, 3.6% male and 2.1% female). Prevalence of reporting a family member's drug use was slightly greater in informal urban areas (5.0%) than in urban (3.4%) or rural (2.3%) areas. Reporting of a family member's use of drugs was slightly greater in urban Lower Egypt (4.2%) than in other regions (3.8% in urban governorates, 2.4% in rural Lower Egypt, 3.0% in urban Upper Egypt, 2.1% in rural Upper Egypt, and 3.1% in the Frontier governorates). More of those in the labor force reported family members' drug use (3.9%) than did those not in the labor force (2.3%). Wealth quintile does not have a clear relationship with reporting of a family member's drug use.

### **Self-Reported Drug Use**

Very few (1.5%) SYPE respondents aged 15-29 said that they had tried drugs, representing 2.7% of all male respondents and 0.1% of all female respondents. Actual drug use is probably underreported because more respondents reported that their family members had tried drugs, and even more reported that their friends had tried drugs. As would be expected for a question about cumulative experience, more older than younger respondents had tried drugs (0.6% of 15-17 year olds, compared to 1.6% of 18-24-year-olds, and 2.0% of 25-29-year-olds). Self-report of drug use was slightly more common in informal urban areas (2.4% reported they had used drugs) than in urban (1.7%) or rural (1.2%) areas. In terms of regional distribution, self-reported drug use was least common in rural Upper Egypt, where 0.8% reported they had used drugs. It was most frequently reported in the Frontier governorates, where 2.3% reported they had used drugs. Self-reported drug use was 1.8% in urban metropolitan governorates, 1.5% in Lower Egypt, and 1.1% in Upper Egypt. Self-reported drug use was more prevalent among those respondents who work, 3.0% of whom say they use drugs, as opposed to 0.5% of those out of the labor force. (see data in Appendix Table A2.12).

Previous research in Egypt reported higher rates of drug use among smaller study populations that may be less generalizable than the SYPE data. Refaat's (2004) research at Suez Canal University in Ismailia found that 6.8% of students had tried marijuana and 2.5% were current users of marijuana. In the same study, 1.0% had tried heroin and 1.2% had tried intravenous drugs, and 0.6% and 0.4% were current users of heroin and IV drugs, respectively. Compared to SYPE results, many more students in Rifaat's study (18.2%) reported having sniffed spray, benzene, or paint. Soueif et al. (1982) surveyed male technical school students in Greater Cairo and found that about 5% of students had tried synthetic drugs and 11% had tried narcotics. Abou Khatwa et al. (1997) studied addicts at Maamoura Psychiatric Hospital in Alexandria, and found that drug addiction was concentrated among educated single men. Average duration of drug use was 12 years, and 38.04% had initiated drug use between the ages of 15 and 20. Just over half (55.43%) of

the patients in the study had been previously admitted for treatment in a hospital, and 54.90% of them completed treatment, suggesting that relapse was an issue for this population.

### **Types of Drugs Used**

Among those respondents who reported that they had tried drugs, the most commonly used drug was hashish, which 89.2% tried, followed by *bango* (23.1%), pills (10.3%), stimulants (3.1%), sedatives (3.2%), and marijuana (1.6%). No SYPE respondents reported having tried sniffing paint, petrol, or glue. Research has documented use of these substances among certain high-risk groups such as street children, a population that would rarely be represented in a household survey. No SYPE respondents reported having tried heroin or cocaine, or other unspecified drugs. Among those who had tried a drug, 63.9% said that they were still using the drug, and 36.1% said they had stopped using the drug.

### **Reasons for Quitting Drugs**

The research tool included an open-ended question for those who had stopped using a drug about what caused them to stop. About two-thirds said that “poor health” was their motivation to stop using the drug, about one-third said that “they just wanted to try it,” and one respondent replied that he was motivated to stop because he now has a family and children.

### **Anti-Drug Campaigns**

Most (69.9%) respondents know of campaigns to help people stop using drugs and smoking. The question about these campaigns was asked of those who tried drugs and those who did not. Awareness of campaigns is more common among males, with 75.3% of males reporting being aware of these campaigns, compared to 4.4% of females. Awareness is slightly lower among those living in rural areas (66.7% are aware of them), compared to those living in urban (74.0%) or informal urban (75.7%) areas. Respondents from urban Lower Egypt were most aware (79.2% knew of campaigns) and were more aware of campaigns than were those in rural Lower Egypt (69.5%) or in the urban governorates (73.5%). Those in Frontier governorates were the least aware of these campaigns (55.9% knew of them). Those with more education were more aware of anti-drug campaigns, and awareness of campaigns increased with greater wealth, from 56.7% of those in the lowest wealth quintile to 79.5% of those in the highest wealth quintile.

Approximately 42.2% of those who are aware of anti-drug campaigns think that they are successful, 45.3% do not think they are successful, and 12.5% don’t know whether they are successful. Males and females have similar views on this question. More respondents from Lower Egypt (46.8%) find these campaigns to be successful, compared to respondents in urban governorates (38.5% of whom think the campaigns are successful), Upper Egypt (38.4%), and the Frontier governorates (39.0%).

## **2.9 MENTAL HEALTH AND SOCIAL DEVELOPMENT**

The SYPE research tool utilized The Self-Reporting Questionnaire (SRQ-20), developed by the World Health Organization to screen for common mental disorders. The SRQ-20 is a group of 20 yes/no questions, and a respondent’s score is the number of questions to

which he or she answers “yes.” The tool is designed so that the higher the score, the more likely the respondent has a mental disorder. The cutoff value for the SRQ, to conclude the presence of mental disorder must be validated within a population by comparing scores of people who have been professionally diagnosed with mental illness with the scores of people diagnosed as having no mental illness (Beusenberg and Orley, 1994).

A literature review for published studies using the SRQ-20 in Egypt yielded only one study (Vizcarra et al., 2004), and this study used a SRQ-20 cutoff score of 8 or more as a positive screen for mental disorder. Rahman et al. (2005) in Pakistan validated a cutoff score of 9 or greater. In Jordan, Daradkeh et al. (2006) used a cutoff point of greater than or equal to 7; and in Syria, Maziak et al. (2002) used a cutoff score of greater than or equal to 8 as a positive screening result for mental disorder.

SYPE respondents aged 15-29 were asked the SRQ-20 questionnaire to assess general mental health. The average number of “yes” responses to the SRQ-20 index was 3.6 (sd 4.0). Females’ average SRQ was higher (5.0) than males (2.4). The SRQ-20 index is also higher among those who are illiterate or who can (only) read and write than it is among those respondents with more education. It is higher among those in the lowest wealth quintile compared to those in other wealth quintiles. For females, the SRQ-20 index is higher in urban and informal urban areas than in rural areas. For male SYPE respondents, the SRQ-20 is lower among those who are employed than among those who are not employed. The analysis also shows that the score increases by age (see data in Appendix Table A2.13).

### **Mental Disorder (SRQ-20 of 8 or more)**

Based on a 7/8 cutoff in the SYPE population, 16.3% of the SYPE population shows signs of mental disorder. Prevalence of a high (8 or greater) score is greater among females (26.8%) than among males (6.3%). For both males and females, prevalence of mental disorder as indicated by the SRQ-20 may increase with age, although the increase is more pronounced for males. More males who have been married have a SRQ score of 8 or more than never-married males, whereas females are the opposite: more never-married females have a high score than those who have been married. For both males and females, fewer respondents from rural areas had scores indicating mental disorder than did respondents from urban or informal urban areas. Regionally, the greatest prevalence of high SRQ scores is among males from urban Upper Egypt (11.8% have SRQ of 8 or more) and females from urban governorates, 33.7% of whom have a SRQ of 8 or more. For both male and female youth, those in the lowest wealth quintiles had the greatest prevalence of high SRQ scores, and the highest wealth quintiles had the least prevalence of high SRQ. (see data in Appendix Table A2.12)

### **Family History of Mental Illness**

Among all SYPE respondents aged 15-29, 1.1% reported a family history of mental illness. Among those who reported a family history, 25.8% specified their mother, 21.6% their father, 24.3% their siblings, 20.5% paternal relatives, 17.2% their maternal relatives, and 1.6% their children (of those who said they had a family history of mental illness, 3.4% refused to specify which family member had the mental illness).

## Disciplinary Approaches by Parents

We asked all SYPE respondents, including those aged 10-14, about how their parents/guardians react when they (the respondents) make mistakes. The most common reactions were shouting (56.2% of all SYPE respondents), hitting the respondent's body (38.4%), explaining why the behavior was wrong (37.3%), and hitting/slapping the respondent's face, head, or ears (17.8%). Some respondents said their parents give them "time-out" (isolation) when they misbehave or don't give them money. Less than 0.1% of respondents said their parents used some other form of punishment. Corporeal punishment was more commonly reported by younger respondents than by older ones. It was also more commonly reported by those in the lower wealth quintiles than by those in the higher ones (see data in Appendix Table A2.14).

## 2.10 REPRODUCTIVE HEALTH

The reproductive health subsection included questions for both sexes on access to information about sexuality and reproductive health, knowledge about HIV/AIDS, views on female genital mutilation (FGM), and access to knowledge about contraceptives. Female respondents had a longer version of this module, which also included questions about menarche, experience of FGM, reproductive history and breastfeeding for ever-married females, and use of contraceptives. The youngest respondents (10-14) were asked whether they had talked with anyone about puberty and whether they knew about HIV/AIDS, and young females were also asked about menarche and female circumcision. The older respondents (15-29) were asked more detailed questions concerning reproductive health.

### 2.10.1 Menarche and Information about Puberty

Nearly all (99.6%) female SYPE respondents older than 15 have gone through menarche. The average age of menarche, among those who knew their age at menarche, was 12.8 years of age (s.d. 1.5). Females in urban areas were younger on average at menarche than

<b>Table 2.10.1 Average age at menarche, among female SYPE respondents who have had menarche, Egypt, 2009</b>		
<b>Characteristic</b>	<b>Avg. age</b>	<b>SD</b>
<b>Urban/rural residence</b>		
Urban	12.6	1.4
Rural	13.0	1.5
Informal urban areas	12.9	1.5
<b>Region</b>		
Urban governorates	12.4	1.5
Lower Egypt	12.9	1.5
Urban Lower Egypt	12.9	1.4
Rural Lower Egypt	13.0	1.5
Upper Egypt	13.0	1.4
Urban Upper Egypt	13.0	1.3
Rural Upper Egypt	13.0	1.5
Frontier governorates	12.1	1.5
<b>Wealth quintile</b>		
Lowest	13.0	1.5
Second	12.9	1.5
Middle	12.9	1.5
Fourth	12.8	1.5
Highest	12.6	1.4
<b>TOTAL (%)</b>	<b>12.8</b>	<b>1.5</b>
<b>Number of respondents</b>	6,782	

those living in rural or informal urban areas. Those in the highest wealth quintile were younger on average at menarche than were those in other wealth quintiles.

Some female SYPE respondents (0.7% of those who have gone through menarche) did not know their age at menarche, or gave an inconsistent response. Over half of these women were aged 18-24 and most of the rest were 25-29. Nearly half live in rural Lower Egypt, one-fifth are illiterate, and about a third are in the middle wealth quintile.

## Reaction to Menarche

The most common response to menarche was to be shocked, to cry, or to be afraid (67.0% of respondents). A few young women were happy (1.9%), many were indifferent (21.0%), and 10.2% didn't know what to do. Responses varied somewhat by region: more young women in rural Lower Egypt (14.3%) did not know what to do compared to those in other regions, and fewer young women in Upper Egypt reacted with shock or fear (less than 60%) than did young women in other regions. These results are comparable to the results of the 1998 ASCE survey, where shock/fear was the reaction of 60.6% of respondents; 35.5% were neutral; 4% were happy and 7.0% were coded as "other".

<b>Table 2.10.2 Reactions to menarche, by region, Egypt, 2009</b>				
<b>Region</b>	<b>Shock/cry/afraid</b>	<b>Happy</b>	<b>Indifferent</b>	<b>Don't know what to do</b>
Urban governorates	70.0	1.9	22.1	6.0
Lower Egypt	70.9	1.9	13.9	13.3
Urban Lower Egypt	73.7	1.6	14.1	10.7
Rural Lower Egypt	69.8	2.0	13.9	14.3
Upper Egypt	59.9	1.9	29.4	8.8
Urban Upper Egypt	55.4	1.6	31.9	11.1
Rural Upper Egypt	61.3	2.0	28.6	8.2
Frontier governorates	71.9	4.1	15.3	8.8
<b>TOTAL (%)</b>	67.0	1.9	21.0	10.2
<b>Number of respondents</b>	4,595	141	1,398	705

## Products Used During Cycle

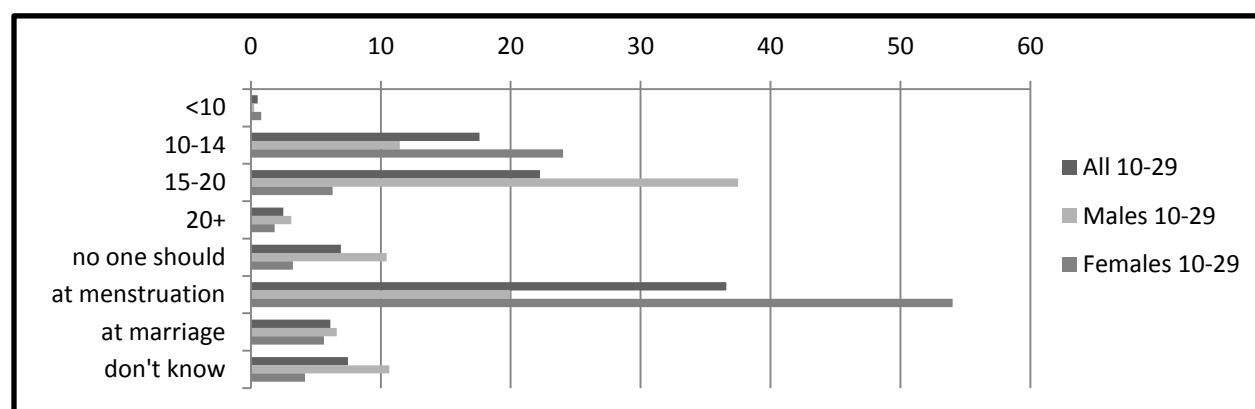
Most females use sanitary pads (66.9%) or pieces of cloth (rags) (24.8%) during their cycle, and others use special towels (7.2%) or only underwear (1.1%). About half (52.0%) of those in the lowest wealth quintile use rags, about a third (36.5%) use sanitary pads, and the rest use special towels (8.4%) or underwear (3.1%). About two-thirds of those in the middle wealth quintile (65.3%) use sanitary pads, a fourth (26.5%) use rags, and the rest use special towels (7.8%) or underwear (0.4%). Nearly everyone (95.0%) in the highest wealth quintile uses sanitary pads.

## Talking with Parents about Puberty

SYPE asked all respondents if they had ever talked with their parents either about changes in their body or menstruation or about feelings that they have grown up and are not children anymore. Among all SYPE respondents (both male and female) aged 10-29, about 24.2% had talked with their parents about these changes. Many more females (42.5%) than males (6.7%) had talked with their parents about puberty. Among the male respondents, only 3.3% of the youngest age group (10-14) had talked with a parent; 6.5% of the 15-17-year-olds; 9.1% of the 18-24-year-olds; and 7.3% of the 25-29-year-olds. More males living in informal urban areas (10.5%) had talked with a parent about puberty than had males living in urban (6.8%) or rural (6.1%) areas. Slightly more of those males

in the highest wealth quintile (7.7%) had talked with a parent about puberty, as compared to males in the middle (6.3%) and lowest (5.3%) quintiles.

**Figure 2.10.1 Respondents' perception of appropriate age to discuss puberty and conception with a young person, Egypt, 2009**



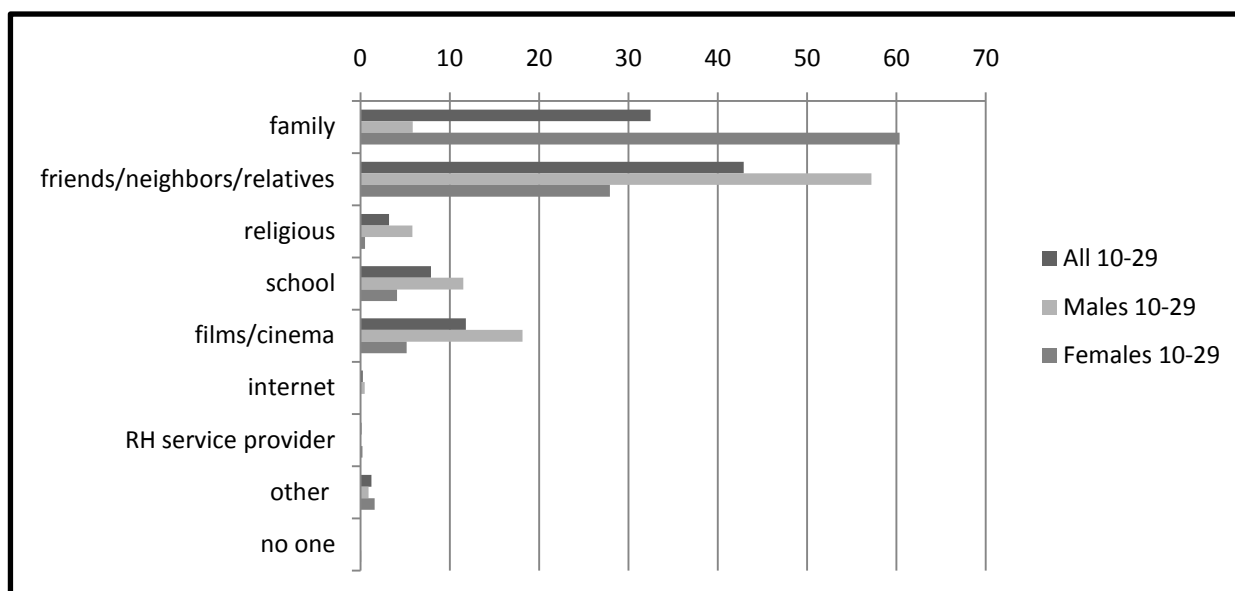
About a fourth (24.2%) of females aged 10-14 had talked with a parent about puberty. This proportion increases with age; nearly half of those in the older age groups had talked with a parent about puberty (49.5% of females aged 15-17, 50.8% of those aged 18-24, and 48.7% of those aged 25-29). Less than half (47.1%) of the ever-married females and 40.5% of the never-married females had talked with a parent about puberty. Fewer young women in rural areas had talked with a parent about puberty than had those in other areas (36.4% of those in rural areas, compared to 53.0% of those in urban areas and 46.1% of those in informal urban areas). More than half of females in urban governorates (57.2%) and the Frontier governorates (53.8%) had talked with a parent, whereas only 34.9% of those in Upper Egypt and 41.0% in Lower Egypt had spoken with a parent about puberty. Less than a third (30.6%) of female SYPE respondents in the lowest wealth quintile had talked with a parent about puberty, whereas 40.8% of those in the middle quintile and 57.3% of those in the highest wealth quintile had spoken with a parent.

SYPE respondents aged 15-29 were asked at what age they felt it was appropriate for someone to talk with young people about puberty and conception. Responses varied by respondent's sex. Overall, 36.6% thought that menstruation for females or the onset of pubertal changes for males was the appropriate time. This was the view of more than half (54.0%) of the females and a fifth (20.0%) of males. Nearly a fourth of the females (24.0%) but only 11.5% of males thought the conversation should happen between the ages of 10 and 14. About one-fifth (22.3%) of all respondents thought it was appropriate to talk with a young person when she or he is between 15 and 20 years of age. Few (0.5%) thought that people younger than 10 should be told about puberty and conception. However, some respondents (6.9%) thought that no one should talk to a young person about these topics and others (6.1% overall) thought the conversation should take place when the young person is getting married. Another group (7.5%) said they did not know when the conversation should happen.

## Sources of Information about Puberty

Friends, neighbors, and relatives were the source of information about puberty for 42.9% of SYPE respondents. The majority (57.2%) of males and a significant proportion of females (27.9%) obtained information about puberty from these sources. Family was the source of information about puberty for 60.4% of females but only 5.8% of males (32.5% overall). Much more popular sources for males were films/cinema (18.1% of males cited this as their source of information about puberty, although only 5.2% of females cited this source), and school, which was the source of information for 11.5% of males and 4.1% of females (7.9% overall). More young males in the highest wealth quintile cited school as a source of information (19.4%) than did males in lower wealth quintiles. Religious leaders provided information about puberty for 3.2% of respondents (5.8% of males and 0.5% of females). The Internet and reproductive health service providers were cited by less than 1% of respondents.

**Figure 2.10.2 Percentage of young people who received information about puberty, by source of information, Egypt, 2009**



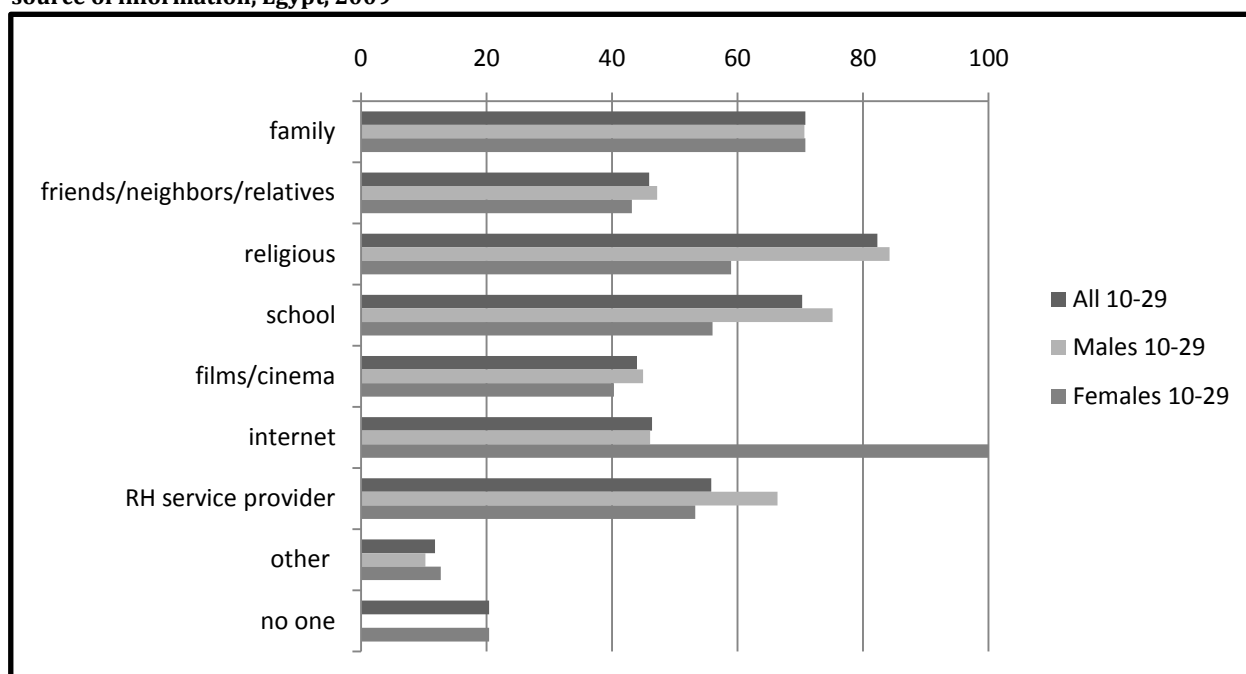
## Sufficiency of Information Received about Puberty

Overall, 56.4% of SYPE respondents aged 15-29 thought they had received sufficient information about puberty, and 43.5% thought they had not received sufficient information. Slightly more females than males were satisfied with the information they had received (53.2% of males and 60.0% of females were satisfied with the information they had received). Older respondents were somewhat more satisfied with the information they had received (61.0% of 25-29-year-olds felt they had received enough, versus 50.3% of 15-17-year-olds). Fewer respondents from urban governorates felt they received enough information (44.1% of those in the urban governorates said they had received enough information) than did those in other regions: 62.8% of those in Lower Egypt, 56.4% of those in Upper Egypt, and 55.7% of those in the Frontier governorates felt they had received enough information.



Among those males who had received information about puberty from their family, religious leaders, or school, more than 70% felt that this information was sufficient. Among those males who received information about puberty from friends/neighbors/relatives, films/cinema, the Internet, or other sources, less than 50% felt that the information was sufficient.

**Figure 2.10.3 Percentage of young people who feel they received sufficient information about puberty, by source of information, Egypt, 2009**



Among females who had received information about puberty from family, 70.8% were satisfied with the information they had received. Less than half of those who had received information from friends/neighbors/relatives, films/cinema, or other sources felt that the information they had received was sufficient. Among those who had received information from a religious leader, school, or a reproductive health service provider, between 50% and 60% felt the information received was sufficient.

## 2.10.2 Relationships

The SYPE data-collection tool included two questions inquiring about young people's sexual relationships. These two questions are a compromised outcome of an earlier extended version of this subsection that was rejected by Egypt's Central Statistical Bureau as part of the process of obtaining a research permit.

### Girls of Same Age in Relationship with Boys

The first question, asked to both males and females aged 15-29, inquired if they know of girls of their same age in relationship with boys. Among SYPE respondents aged 15-29, 24.4% said that they had heard of girls their age in relationships with boys. Most respondents (71.1%) said they had not heard of this, and 4.5% said they didn't know. Males and females answered the question differently—more males (35.7% of all males aged 15-29) said they had heard of girls in relationships than did females (12.6% of females aged 15-29).

More older males than younger males reported that their female agetates were in relationships: 25.3% of males aged 15-17 said they had heard of girls their age in relationships with boys, but 38.3% of males aged 18-24 and 39.4% of males aged 25-29 replied in the affirmative. Relationships were less commonly reported among males in rural areas (27.2% of rural males replied “yes”) than among those in urban (48.7%) or informal urban areas (43.9%). Knowing of girls in relationships with boys was more common among males in urban governorates (55.3% of urban males said they had heard of this) than in Lower Egypt or Upper Egypt, where 28.0% and 32.4% of males had heard of this, respectively. More than a third (38.3%) of males in the Frontier governorates had heard of girls their age in relationships with boys. More males in the highest wealth quintile (45.6%) reported knowing that their female agetates were in relationships than did males in lower wealth quintiles (31.7%).

Fewer females in rural areas reported that they knew of agetates in a relationship with a boy (only 10.8% replied “yes”) than did females in urban (14.4%) or informal urban areas (17.2%). Very few females in the Frontier governorates (2.8%) said that they had heard of a girl their age in a relationship with a boy, whereas 16.2% of females in urban governorates, 13.0% of females in Lower Egypt, and 10.2% of females in Upper Egypt said that they had heard of this. More females in the highest wealth quintile had heard of female agetates in a relationship with a boy than had females in other wealth quintiles.

### **Boys of Same Age in Relationships with Girls**

Among SYPE respondents aged 15-29, 20.7% said that they had heard of boys their age in a relationship with a girl, 73.2% said they had not heard of this, and 6.0% said they didn’t know. Again, males and females answered the question differently—more males said they had heard of boys their age in relationships (28.7%) than did females (12.3%).

Fewer young males had heard of a male agetate being in a relationship with a girl (19.0% of males aged 15-17 agreed that they had), compared to older males (31.7% of males 18-24 and 31.3% of those 25-29 replied that they had). Fewer rural males had heard of male agetates being in a relationship with a girl (22.2%) as compared with males in urban (38.3%) or informal urban areas (36.4% had heard of agetates in relationships with girls). More males in urban governorates (43.9% of them) had heard of their agetates in relationships with girls, as opposed to 23.4% of males from Lower Egypt, 25.7% of males from Upper Egypt, and 26.3% of males from the Frontier governorates. More males in the highest wealth quintile (37.7% of them) had heard of males in a relationship with a girl, compared to males in other wealth quintiles (24.5% of middle-quintile males and 24.1% of the lowest wealth quintile replied “yes”).

Very few females from Frontier governorates (2.8%) had heard of male agetates in relationships with girls, whereas 14.7% of females from urban governorates, 13.3% from Lower Egypt, and 10.0% from Upper Egypt had heard of this. Slightly more females who work (15.7% of them) had heard of a male agetate being in a relationship with a girl than had non-working females, 11.8% of whom had heard of this. More females at higher wealth quintiles had heard of males in a relationship with a girl as compared to females in lower wealth quintiles.

### 2.10.3 HIV/AIDS

#### Knowledge of HIV/AIDS

All SYPE respondents were asked whether they have ever heard of HIV/AIDS and if so, what is the source of their knowledge. Among all SYPE respondents aged 10-29, the majority (71.5%) had heard of HIV/AIDS. More males had heard of HIV/AIDS than females, and those over 15 were much more aware of HIV/AIDS than those aged 10-14. More than half of those with at least an elementary-school education had heard of HIV/AIDS, and nearly 90% of those in the workforce knew of HIV/AIDS. Knowledge of HIV/AIDS is more common among those in higher wealth quintiles (see data in Appendix, Table A2.15).

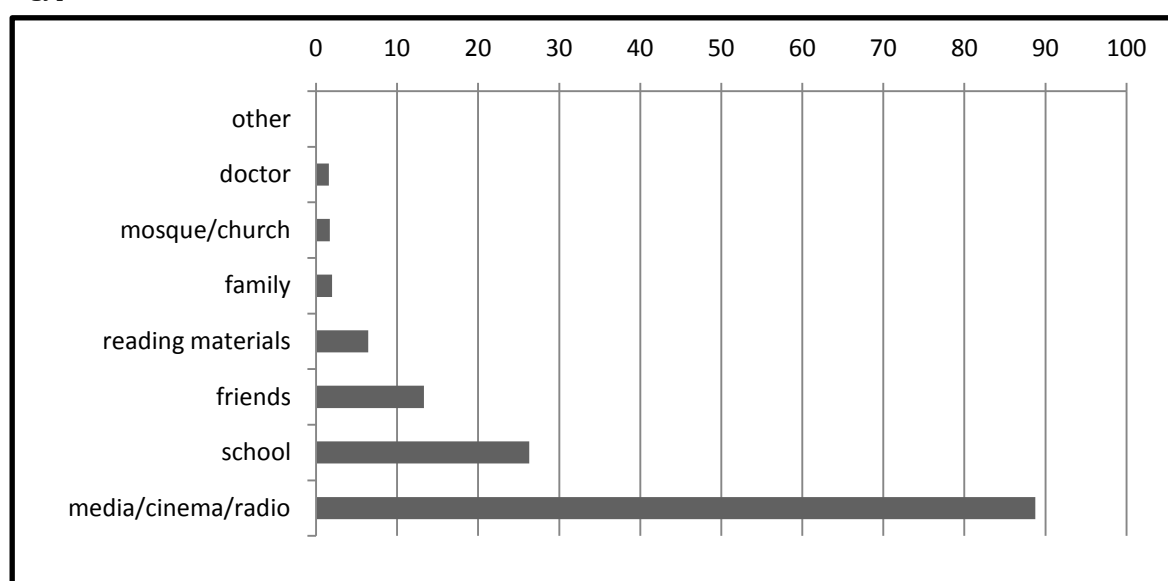
#### Sources of Information about HIV/AIDS

The most common sources of information about HIV/AIDS are the media/cinema/radio (88.8%), school (26.3%), and friends (13.3%).

#### Knowledge about Means of HIV/AIDS Transmission

SYPE respondents aged 15-29 were asked “How is HIV/AIDS transmitted?” Many SYPE respondents had correct knowledge about means of HIV/AIDS transmission. Among respondents aged 15-29 who had heard about HIV, 82.4% knew that it can be transmitted sexually and 62.9% knew that it can be transmitted through contaminated blood, while only 20.3% knew that it can be transmitted through sharing a needle, and only 10.3% knew that HIV can be transmitted from mother to child. Only 3.0% of respondents correctly identified all four possible routes of transmission. Few SYPE respondents aged 15-29 had incorrect beliefs about routes of HIV/AIDS transmission, such as insect bites (0.8% believed this was a route of transmission), hugging or kissing a person living with HIV/AIDS (3.1%), or sharing food with an infected person (1.6%). About 5% of the respondents believed one or more of these myths about HIV transmission routes, but the great majority did not believe them. Respondents aged 10-14 were not asked about means of transmission.

**Figure 3 Percentage of young people who know about HIV/AIDS, by source of information, Egypt, 2009**



## **Discussion with Family about HIV/AIDS**

Only 12.9% of SYPE respondents aged 15-29 had discussed HIV/AIDS with their families. Slightly more females than males had discussed the topic with their families, and more older than younger respondents had discussed HIV/AIDS with their families (10.8% of 15-17-year-olds, 13.0% of 18-24-year-olds, and 14.7% of 25-29-year-olds have discussed the topic). Only 14.6% of respondents who have been married had discussed HIV/AIDS with their families. Fewer living in rural areas had discussed HIV/AIDS than had those living in urban and in informal urban areas. Family discussion of HIV/AIDS was more common at higher wealth quintiles: 19.3% of those at the highest wealth quintile, 11.2% of those at the middle wealth quintile, and 7.8% of those at the lowest wealth quintile had discussed HIV/AIDS with their families (see data in Appendix Table A2.15).

## **Stigma against People Living with HIV/AIDS**

About a fifth (21.2%) of SYPE respondents aged 15-29 said they would be willing to interact with someone who is HIV positive<sup>14</sup>. More older than younger respondents said they would be willing to interact with someone who is HIV positive. Very few in Frontier governorates said they would be willing to interact with someone who is HIV positive. Those with a university education or more showed less-negative attitudes than those with less education, but only 33.4% of those with a university education said they would be willing to shake hands or ride in a car with someone who is HIV positive.

### **2.10.4 Female Circumcision**

#### **Knowledge of Female Circumcision (FC)**

All females 10-29 and males 15-29 were asked if they had heard of female circumcision; 92.1% said they had. Males and females in SYPE are equally familiar with FC. Familiarity is high in all age groups: 79.9% of girls aged 10-14 have heard of female circumcision, and knowledge for older age groups (both male and female) is 90.5% or greater. Knowledge of female circumcision is slightly lower in the urban governorates (where only 88.4% of respondents have heard of the practice) and in the Frontier governorates (85.3% know of it) than in Upper and Lower Egypt, where 92.4% and 94.0% of respondents respectively said they knew of the practice.

#### **Practice of Female Circumcision**

Among all females aged 10-29 in SYPE, 75.5% are circumcised. Circumcision is more prevalent among the older age groups and is more common among ever-married women than never-married women. Circumcision is more common in rural areas (83.7% of respondents in rural areas are circumcised) than in urban or informal urban areas. It is more common among females in the lower wealth quintiles, and least common in the highest wealth quintile. While 84.6% of females in the lowest wealth quintile were circumcised, 49.7% of those in the highest wealth quintile were circumcised. The prevalence and distribution of circumcision as measured in SYPE is similar to the prevalence and distribution of circumcision among 15-29-year-old females recorded in the 2008 EDHS (El Zanaty & Way, 2009: 197).

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<sup>14</sup> The question was worded: "Would you be willing to interact with a person who is HIV positive, that is, would you shake hands with or ride in a car with him or her?"

**Table 2.10.3 Percentage of females 10-29 who were circumcised, by background characteristics, Egypt, 2009**

<b>Characteristic</b>	<b>% Circumcised</b>
<b>Age</b>	
10-14	51.7
15-17	78.7
18-24	85.0
25-29	90.3
<b>Marital status</b>	
Never married	68.2
Ever married	92.9
<b>Urban/rural residence</b>	
Urban	61.2
Rural	83.7
Informal urban areas	71.1
<b>Region</b>	
Urban governorates	53.9
Lower Egypt	79.2
Urban Lower Egypt	69.2
Rural Lower Egypt	82.7
Upper Egypt	85.1
Urban Upper Egypt	83.7
Rural Upper Egypt	85.5
Frontier governorates	51.6
<b>Education</b>	
Illiterate	90.7
Read and write	41.8
Elementary school	73.2
Middle school	82.9
General high school	67.8
Vocational high school	91.8
Post-secondary institute	89.0
University and higher	73.6
<b>Wealth quintile</b>	
Lowest	84.6
Second	84.8
Middle	82.3
Fourth	72.6
Highest	49.7
<b>TOTAL (%)</b>	75.5
<b>Number of female respondents</b>	8,046

## Age at Circumcision

The overall mean age of circumcision among female SYPE respondents who were circumcised is 9.5 years. Circumcision is performed at a younger age in Upper Egypt. These results are comparable to the EDHS 2008, which shows that the median age at the time of the circumcision for daughters was 10 years, with girls tending to be circumcised at a somewhat younger age in Upper Egypt and a somewhat older age in Lower Egypt than this average (EDHS, 2008:201).

Age	Lower Egypt				Upper Egypt			Frontier gov.	Total %
	Urban gov.	Total	Urban	Rural	Total	Urban	Rural		
<3	0.7	0.4	0.4	0.4	4.3	5.1	4.1	1.6	1.9
3-4	0.8	0.4	0.2	0.5	1.9	1.6	1.9	0.3	1.0
5-6	1.9	2.5	2.1	2.6	8.4	8.2	8.4	4.5	4.5
7-8	14.7	13.7	11.0	14.5	21.8	23.6	21.3	30.6	17.8
9-10	51.8	49.5	49.0	49.6	36.9	38.1	36.6	40.0	44.7
11-12	21.4	24.4	26.1	23.9	17.4	15.8	17.9	15.6	20.8
13-14	4.8	4.6	5.3	4.4	5.7	5.5	5.7	3.7	5.0
15-17	2.1	1.2	1.2	1.2	1.6	0.7	1.9	0.3	1.6
18-19	0.0	0.0	0.2	0.0	0.1	0.0	0.2	0.0	0.1
20+	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Don't know/missing	1.8	3.3	4.6	2.9	1.9	1.5	2.1	3.6	2.6
<b>Total %</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median age	9.8	9.9	10.1	9.9	9.0	8.8	9.1	9.1	
<b>Number of female respondents</b>	950	2,542	594	1,948	2,205	488	1,717	342	6,039

## Who Performs Circumcision?

Nearly half of the female circumcised respondents were circumcised by medical personnel (doctor or nurse). The increased medicalization of the practice has been also shown in different EDHS reports.

Person performing circumcision	Urban gov.	Lower Egypt			Upper Egypt			Frontier gov.	Total %
		Total	Urban	Rural	Total	Urban	Rural		
Doctor	56.9	57.5	65.4	55.1	41.8	49.3	39.7	42.7	49.9
Nurse/other health worker	7.6	9.0	11.1	8.3	7.3	9.0	6.8	2.8	7.4
Daya	32.3	22.2	15.8	24.1	44.8	35.3	47.5	39.8	34.1
Barber	0.6	3.6	3.1	3.7	1.6	2.0	1.4	0.5	2.3
Relative	0.0	0.2	0.3	0.2	0.4	0.0	0.6	0.3	0.3
Circumcision specialist	1.8	6.2	3.2	7.1	2.7	2.8	2.7	12.0	4.6
Don't know	0.9	1.4	1.2	1.4	1.4	1.6	1.3	2.0	1.3
<b>Total %</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Number of female respondents</b>	951	2543	594	1949	2208	488	1,720	343	6,045

## Where Circumcision Is Performed

About 60.1% of those who were circumcised were subjected to the practice at their own house or someone else's home, and 33.6% were circumcised at a private clinic. Among those in the lowest wealth quintile who were circumcised, most (74.2%) were circumcised

at a house and 19.1% at a private clinic. For about 33.9% of those in the highest wealth quintile who had been circumcised the procedure was performed at a house, and for 60.5% at a private clinic.

<b>Table 2.10.6 Location of circumcision procedure, by region, Egypt, 2009</b>									
<b>Where circumcised</b>	<b>Urban gov.</b>	<b>Lower Egypt</b>			<b>Upper Egypt</b>			<b>Frontier gov.</b>	<b>Total %</b>
		<b>Total</b>	<b>Urban</b>	<b>Rural</b>	<b>Total</b>	<b>Urban</b>	<b>Rural</b>		
Gov't hospital	2.6	2.6	1.7	2.9	4.2	4.5	4.1	0.8	3.0
Health unit	2.0	1.9	1.6	2.0	3.2	3.9	3.0	1.0	2.2
Private clinic	40.4	40.2	52.9	36.3	23.9	34.5	20.8	21.8	32.6
Home or other house	54.8	54.5	42.8	58.1	67.9	55.5	71.4	75.7	61.4
Don't know/missing	0.3	0.8	1.1	0.7	0.9	1.6	0.7	0.7	0.8
<b>Total %</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Number of female respondents</b>	951	2543	594	1949	2209	489	1,720	343	6,046

## Attitudes towards Female Circumcision

SYPE respondents aged 15-29 who were familiar with female circumcision were asked their opinion about whether female circumcision is an important or necessary practice. Nearly two-thirds of respondents (64.0%) thought that FC was necessary, 20.8% believed it was unnecessary, and about 15.3% were unsure. More men (70.3%) than women (57.6%) thought the practice was necessary. However, the percentage of those who “did not know” is similar across sexes—14.1% of men and 16.4% of women did not know if FC is necessary. FC is supported by more young people in the lower wealth quintiles than in the higher wealth quintiles: 72.5% of those in the lowest wealth quintile, 69.2% of those in the middle quintile, and 43.4% of those in the highest quintile thought that female circumcision was necessary. However, a substantial proportion (13.4% or more) gave “undecided” responses in all wealth categories (see data in Appendix Table A2.16).

## 2.10.5 Pregnancies, Births, and Infant Feeding

### Pregnancy and Childbearing

Among the 41.5% of all female SYPE respondents aged 15-29 who have been married, 87.9% have given birth. Not surprisingly, more of the older females have given birth (94.1% of ever-married females in the age group 25-29) than have younger females (39.5% of those aged 15-17 have given birth). A similar proportion of women who have been married and are in the labor force (87.3%), and of women who have been married and are out the labor force (87.9%), have given birth.

### Adolescent Pregnancy and Motherhood

Among females aged 15-19, 4.1% have ever been pregnant and 3.6% have ever delivered a child. Teenage pregnancy and motherhood is less common among those in the highest wealth quintile than among those in other wealth quintiles. In terms of regional distribution, teenage pregnancy and motherhood was highest in the Frontier governorates. Incidence of teenage pregnancy and motherhood was highest in informal urban areas (see data in Appendix Table A2.17).

## **Pregnancy, Miscarriage and Stillbirth**

Among females aged 15-29 who have been pregnant, the average number of pregnancies is 2.1, and logically, this number increases with age. Average number of pregnancies is higher in rural Upper Egypt and the Frontier governorates than elsewhere. Those with little or no education reported more pregnancies than those with more education, and women in the workforce had fewer pregnancies than those outside the workforce (see data in Appendix Table A2.18).

## **Assistance at Last Delivery**

Most young women who have delivered a child gave birth to their last child with a doctor's assistance (76.7%). *Dayas* attend the delivery of a significant proportion (17.7%) of young women, particularly women in Upper Egypt and women in the lower wealth quintiles. These results are comparable to the EDHS 2008 results, which show that doctors assisted in 74% of births and trained nurses or midwives in 5% of the births (EDHS, 2008: 133) (see data in Appendix Table A2.19).

## **Cesarian Deliveries**

Among those SYPE respondents who had a child, 32.6% delivered their last child by Caesarian section. C-Sections were less common among those who gave birth in the Frontier governorates (13.7% C-sections) than among those in other governorates: 37.2% of births in urban governorates were C-sections, 37.2% of those in Lower Egypt, and 24.0% of those in Upper Egypt. Prevalence of C-section births increased with greater wealth. Among those in the lowest wealth quintile, 25.9% had a C-section at their most recent birth, compared to 32.2% C-section births among women in the middle wealth quintile and 45.6% of births to young women in the highest wealth quintile. Among women who delivered in a private hospital, 57.0% had a C-section. These rates of C-section delivery among young women in Egypt are considerably higher than the WHO recommendation of 10-15% (Gibbons et al., 2010).

## **Infant Feeding**

Among those SYPE respondents who had a child, 95.9% breastfed the child for the first six months postpartum. About 93.5% of women in urban governorates, 95.9% of women in Lower Egypt, 97.2% of women in Upper Egypt, and 97.1% of women in the Frontier governorates breastfed. A small proportion (5.7%) of women bottle-fed their baby during the first six months. Place of delivery seems to have had an influence: 12.7% of those women who delivered in a private hospital bottle-fed, whereas only 3.1% of those who delivered at home, 6.7% of those who delivered in a government hospital, and 5.6% of those who delivered in a private clinic bottle-fed during the first six months. Bottle-feeding was more prevalent in informal urban areas than in urban or rural areas, and it was least common in the Frontier Governorates, where only 2.0% of women bottle-fed. More women in the highest wealth quintile bottle-fed than did women in other wealth quintiles. About 10.4% of females aged 15-29 who had had a baby reported having fed their baby solid foods in the first six months. This practice was more common in urban governorates, where 17.9% had fed their baby solid food, and less common in Lower Egypt (10.4% had fed solids), the Frontier governorates (7.4%), and Upper Egypt (6.4%). More women in the highest wealth quintile had fed their babies solid foods than had those in lower wealth



quintiles (15.0% of those in the highest, compared to 9.2% of those in the middle and 6.2% of those in the lowest quintile had fed their baby solids).

### **Currently Pregnant**

Among married female respondents aged 15-29, 16.1% knew that they were currently pregnant, 82.8% knew they were not pregnant, and 1.1% did not know.

### **2.10.6 Contraception**

#### **Use of Contraceptives**

Overall, 75.0% of married female SYPE respondents aged 15-29 have used some form of contraception. IUDs were the most commonly used method, having been used by 47.4% of married female SYPE respondents aged 15-29, and the pill was the second most familiar method, used by 27.3% of married female respondents 15-29. Less than 10% had used injectables (8.8%), implants (0.6%), condoms (0.1%), the calendar method (0.1%), female sterilization (<0.1%), or other methods (0.4%). No one had used a diaphragm, foam/jelly, withdrawal, male sterilization, or the female condom (see data in Appendix Table A2.20).

#### **Sources of information about Contraception**

All SYPE respondents aged 15-29, regardless of marital status, were asked about sources of information about contraception. Most (94.5%) reported having some source. Radio and television were the main sources identified (by 78.5%), followed by health-care providers (25.1%) and parents (11.5%). Other less common sources were siblings (3.9%), sister or brother-in-law (2.9%), spouse (1.6%), other female family (6.2%), other male family (0.9%), female friend/neighbor (5.3%), and male friend/neighbor (7.9%). Outside families and friends, other sources included teacher/school (3.6%), newspaper (1.1%), books/magazine (1.1%), the Internet (0.8%), posters/billboards (2.2%), clubs (0.1%), NGO workers (0.1%), and other sources (0.2%). About 5.5% of respondents said they had no source.

## **2.11 CONCLUSION**

The SYPE health module identified several important areas for consideration. Most SYPE respondents felt they were in good health. When sick, most go to a private clinic or hospital, or to a government hospital for care. Although few respondents reported having a chronic disease or disability, most of those who did felt that it prevented them from performing their regular responsibilities, and many of them did not attend school. Although reported hand washing is relatively high, about half the SYPE respondents do not regularly brush their teeth, which could have long-term impacts on dental health and ultimately nutrition. About a third of SYPE respondents feel that the environment is polluted in some way, but most did not feel that this pollution affected health. Public transportation is commonly used by most SYPE respondents, despite exposure to crowding and dangerous driving. About 15% of respondents had had an injury in the previous year. Many females, especially in urban governorates, had experienced sexual harassment. For all food groups, wealth is a determinant of consumption, except for legumes. Many young people, especially those in the highest wealth quintile, consume carbonated drinks and fast food several times per week. Eggs are an important source of animal protein, especially among the poor. Most young people do not receive school meals,

and most buy food or bring food to school. Most respondents feel that they are the correct weight and few are doing anything to change their weight. Males are significantly more physically active than females. Although few SYPE respondents reported use of alcohol or drugs among their friends or themselves, reported tobacco use was much more prevalent, and tobacco use by others in the same home (secondhand tobacco exposure) is high. Many SYPE respondents reported that their father smokes, and fewer reported that their older siblings smoked. Most males reported that their friends smoke, and many married females reported that their spouses smoke.

Nearly all respondents over the age of 15 have begun menstruating, and many reacted to their first menstruation with fear or shock. Despite this reaction, many respondents feel that the onset of puberty is the right time to talk with young people about bodily changes. For males, parents are not an important source of information about puberty, instead friends, neighbors, and relatives supply this information. About a fourth of SYPE respondents had heard of girls their age in relationships with boys, and about a fifth had heard of boys their age in relationships with girls. Most respondents had heard of HIV/AIDS and many could name some of the ways that HIV may be transmitted, although very few had complete knowledge.

Knowledge about female circumcision is high, and three-fourths of female SYPE respondents are circumcised. Most respondents think the practice is necessary, although significant minorities disagree with it or are unsure.

In Egypt, marriage means motherhood, with most ever-married females having given birth. Most of the married female SYPE respondents who had children had delivered their most recent child with a doctor, although *dayas* also serve many women. Breastfeeding is high among most SYPE respondents. Most married female SYPE respondents have used some form of contraception.

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## Chapter 3 EDUCATION

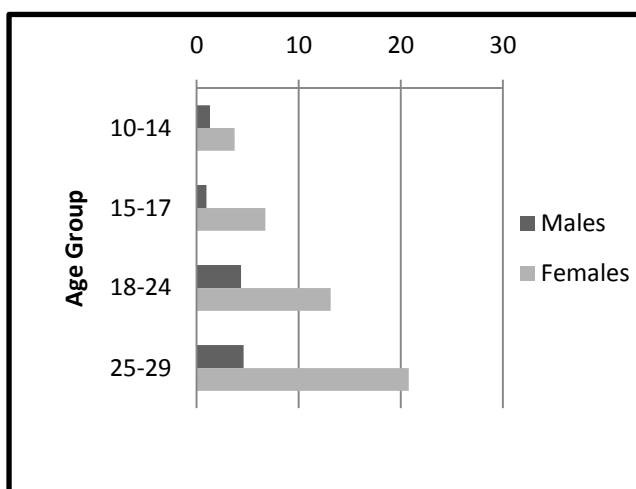
### 3.1 INTRODUCTION

In Egypt, the right to education is guaranteed by the constitution. The education of Egypt's young people shapes their individual opportunities and the economic direction of the entire country. This chapter covers all levels of formal schooling (primary, preparatory, secondary, and higher education) as well as early childhood education and non-formal schooling. The formal education system in Egypt consists of six years of primary, three years of preparatory, three years of secondary (vocational and general), two years of post-secondary schooling, and four years of university.<sup>15</sup> Basic education (primary and preparatory school) is compulsory for all children starting at the age of six.

### 3.2 SCHOOL ATTENDANCE

Whether a young person attends school and what level and type of schooling he or she achieves varies greatly throughout Egypt and across different age groups (cohorts). Most young people are either currently in school or have previously been to school (see Table A3.1 in the Appendix for schooling status by background characteristics). Most young people are currently attending governmental schools (87.6%). A small percent attend Al Azhar (religious) schools (7.1%), private schools (4.6%) and experimental schools (0.8%). While 98.7% of vocational students are in public schools, students at the primary, preparatory, and especially general secondary levels, attend both public and private schools.

**Figure 4 Percentage of young people aged 10-29 who never attended school, by gender and age group, Egypt, 2009**

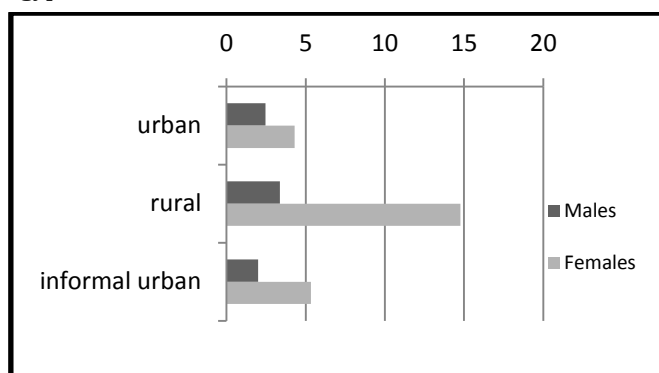


Nearly two-thirds of current students are also in mixed-sex schools. At the primary level, nearly all (94.4%) of young people are in a mixed-sex school, and at preparatory, 62.9% of young people are in mixed-sex schools. Around 30%-40% of young people in secondary and higher education are in mixed sex schools. Single-sex schools are slightly more commonly reported by males, but their higher proportion is generally commensurate with their higher enrollment in school generally.

Overall, school-attendance trends and gender gaps have been improving over time (Figure 3.2.1).

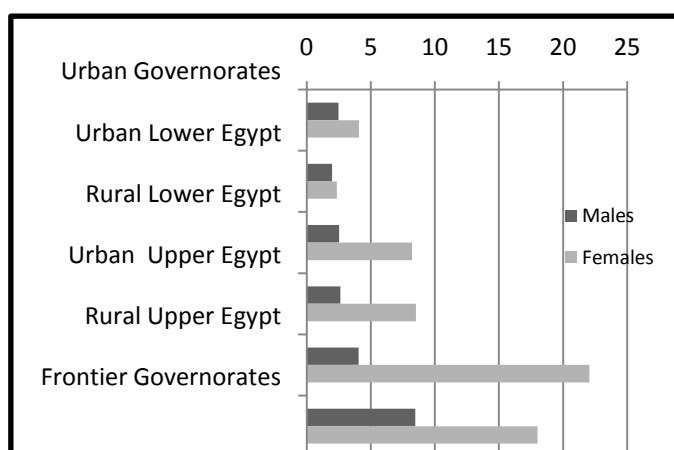
<sup>1</sup> In 1988, for budgetary reasons, primary school was reduced from six years to five. Young people who completed six years of primary school prior to 1988 are older than the SYPE sample. In the 2004–2005 school year, the sixth year was added back to primary level, so that the education ladder is currently 6-3-3.

**Figure 3.2.2 Percentage of young people aged 10-29 who never attended school, by gender and residence, Egypt, 2009**



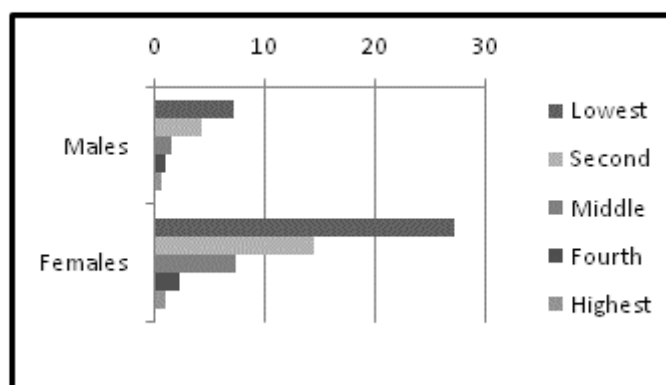
percentage may seem small, it constitutes 2.1 million Egyptian young people aged 10-29, and every year thousands of young people, especially girls, still fail to enter school. The percentage of females aged 10 to 29 who have never attended school (11.0%) is four times more than that males (3.0%) in the same age group.

**Figure 3.2.3 Percentage of young people aged 10-29 who never attended school, by gender and region, Egypt, 2009**



in the urban governorates, more than five females (22.1%) for every male (4%) have never attended school in rural Upper Egypt. In the Frontier governorates, both groups have high rates of never-attendance, 8.5% for males and 18.0% for females.

**Figure 3.2.4 Percentage of young people aged 10-29 who never attended school, by sex and wealth quintile, Egypt, 2009**



Only 3.7% of the youngest females (10-14) and 1.0% of the youngest males have never attended school, compared with 20.8% of the oldest (25-29) females and 4.6% of the oldest males. The government's concerted effort to increase school enrollment has been largely successful. Despite these gains, 6.9% of young people aged 10-29 have never been to school. While this

School attendance is closely tied to residence, region, and wealth. As Figure 3.2.2 shows, rural young people tend to have significantly higher rates of never-attendance and a larger gender gap. Rural/urban differences are further compounded by regional differences, as Figure 3.2.3 shows. Rural Upper Egypt in particular has high rates of never-attendance and a large gender gap. While fewer than two females (4.1%) never attended for every male who never attended (2.5%)

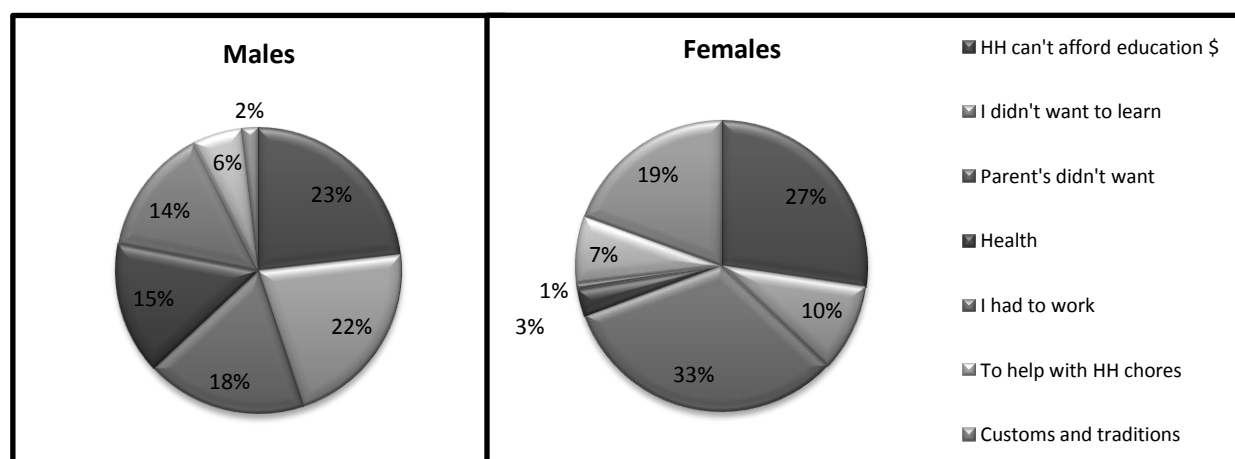
Gender gaps are larger among lower wealth quintiles, as well (Figure 3.2.4). While only 1.0% of the females from the highest wealth quintile and 0.5% of the wealthiest males never attended school, more than a fourth (27.2%) of the females from the lowest wealth quintile and 7.2% of the poorest males never attended.

## Reasons for Not Attending School

Socio-economic and family reasons, rather than school availability, explain a large part of never-attendance (see complete data in Appendix, Table A3.2). Parents not wanting their children to attend (35.8%) and household poverty (32.5%) are the two most frequent reasons reported by young people for never attending school. However, reasons vary between males and females. Figure 3.2.5 shows the main reasons for not attending school by sex. For young men, the main reason is the inability of the family to afford the cost of schools. Almost a fourth (23%) of young men reported poverty as a reason. Other reasons included “didn’t want to learn” (22%) and “parents’ did not want me to attend school” (18%). Among young women, a third (33%) reported they did not attend because their parents did not want them to, and more than a fourth (27%) cited the inability of their households to afford school costs. Almost a fifth (19%) reported customs and tradition as a cause for never attending school. Among young men, poor health was a cause for nonattendance for 15% of those who had never attended school, which raises concern and warrants further investigation. Duties of work (5.1%) and household chores (8.6%) were also frequent reasons, along with poor health (7.4%). Respondents of both sexes had to help at home, but 19.8% of males and only 0.8% of females had to do market work.

While 3% of males had never attended, 11% of females had never attended school. So, for instance, when 31.6% of males and 32.8% of females report that the household cannot afford their education, this finding is evidence that parents discriminating against females in their resource allocation.

Figure 3.2.5 Main reasons that young people aged 10-29 have not attended school, by sex, Egypt, 2009



Females were much more likely to be kept from school because the school was too far away (4.1% of females versus 1.3% of males). At the primary level, 89.0% of young people have less than a half-hour commute to school (See Appendix Table A3.3 and Table A3.4 for information on transportation). While this finding indicates the availability of local schools for most young people, this age group, starting school at age 6, also faces the greatest safety and social challenges among that 11% who have to commute for more than half an hour. At the primary and preparatory levels, young people generally walk to school, which

may be a result of moderate distances, but it also indicates very limited alternatives for those who have a long walk to school.<sup>16</sup>

While the SYPE is not a longitudinal survey, an approximation of changes over time can be made from the reasons given by different age groups for their nonattendance. Overall, the trend seems positive, with a much smaller percent of the younger cohort (10-14) who have never attended school. This cohort is also less likely to report helping with household chores. Parental opposition to schooling is lower; 28%, for the younger cohort compared to approximately 36% for other cohorts. In addition, father's opposition has decreased. Not wanting to learn is also lower, along with customs and traditions. However, a rising proportion of respondents aged 10 to 14 did not attend school because their household could not afford schooling (43.2% of 10-14-year-olds, compared with 31.6% of 25-29-year-olds). The issue of poor health among young men noted above was mainly cited by the younger cohort; almost a fifth (18.9%) of 10-14-year olds cited upon health as a reason for nonattendance compared to 6.0% of 25-29-year-olds. This figure probably does not represent increasing health problems, but rather that younger cohorts cite it as a reason for not attending school compared to their older peers, who rarely cited it.

Residence variations persist in the reasons for, as well as patterns of, never-attendance. Lack of affordability is more often a rural (34.2%) or informal urban (36.3%) problem than an urban (21.3%) problem in motivating nonattendance. Work and household chores are more frequently reported as reasons for not attending in the informal urban areas than elsewhere. While not wanting to learn is more of a problem in urban areas, customs and traditions are a greater obstacle in rural and informal urban areas. Parental opposition and customs and traditions are a particular problem in Upper Egypt. Rural Lower Egypt, and Urban Upper Egypt. The Frontier governorates had the highest average number of reasons for non-attendance, and were also the areas with higher never-attendance overall.

Wealth quintile's sharp gradient of never-attendance did not always generate a strong pattern of differential reasons. Affordability, work, and family reasons mattered for all but the wealthiest quintile. More than half of the wealthiest young people who never attended cited poor health as a reason. Among all but the wealthiest young people, a wide variety of socio-economic and family factors are preventing entry into school.

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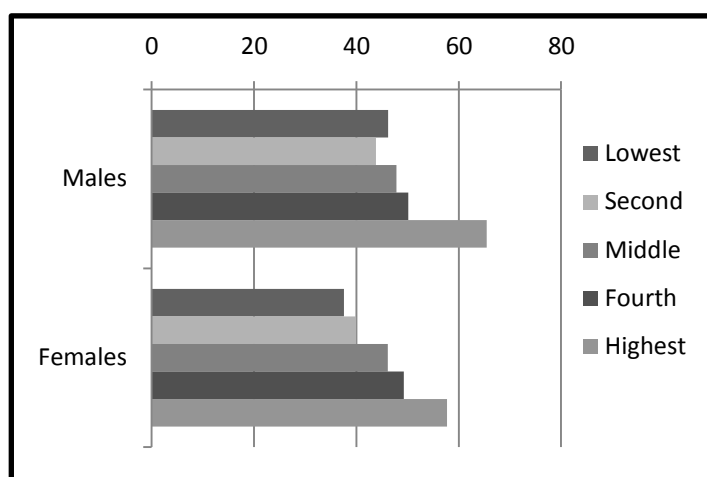
<sup>2</sup> Preparatory students have similar access; from a physical standpoint, through the end of compulsory education, young people have physical access to schooling. However, at the secondary level, access becomes more problematic. Some 42.3% of vocational students have to commute between half an hour and an hour to get to school, and 7.1% travel more than an hour. Although more vocational students are enrolled than general students, general secondary students have better, but still frequently lengthy commutes, with 24.7% having half an hour to an hour one way, and 2.3% having to commute for longer than an hour.

At the post-secondary institute and university levels, commutes tend to be extremely lengthy. Some 45.5% of university students commute more than an hour each way and 41.6% between half an hour and an hour. Similar patterns are found for post-secondary institutes. Given the long distances young people must commute to receive a higher education, access to this level can be considered physically or regionally limited. Although some universities have dormitories, young people must pay for the privilege of living in them, which limits, access for poor and rural young people.

## Currently Attending School

Half of all young people (50% of males and 45.6% of females) are currently attending school (see Figure 3.2.6). Residence patterns of students currently attending school show that fewer young people from informal areas (45.5% males and 46.1% females) are currently in school compared to rural (49.5% males and 42.7% females) and urban (52.4% males and 51.8% females) respondents.

**Figure 3.2.6 Percentage of young people aged 15-29 currently attending school, by sex and wealth quintile, Egypt, 2009**

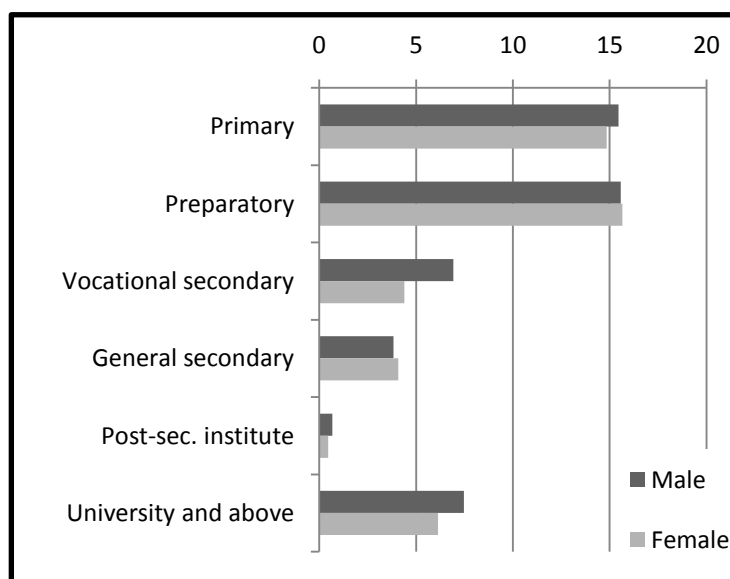


A particularly strong relationship emerges between current schooling and wealth; wealthier young people are much more likely to be in school than are their poorer peers (Figure 3.2.6).

Where young people are in the school system, in terms of their level and track, is highly dependent on their age, residence, region, and wealth. Table A3.5 in the Appendix reports exact percentages of all young people that are currently in school by background characteristics.

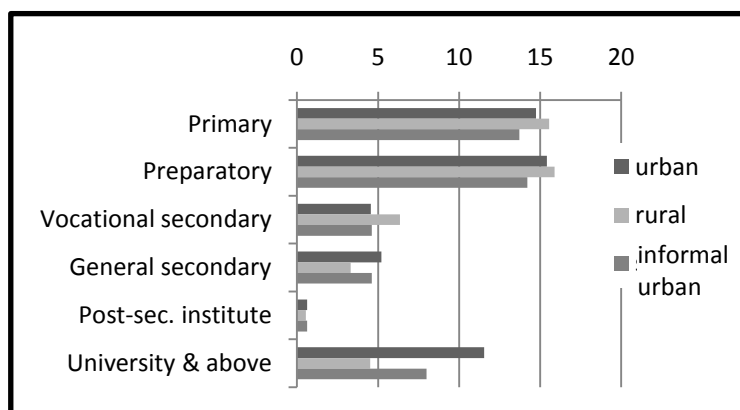
Figure 3.2.7 shows the distribution of all young people aged 10-29 across current school levels. Overall, 30.0% of all young people, both male and female, are currently in primary or preparatory school. Some 6.9% of young men and 4.4% of young women are currently attending vocational secondary school, while 3.8% of young men and 4.1% of young women are in general secondary school. Although gender parity has been achieved in general secondary school, the gap in vocational secondary school is sizeable. Small gaps also exist among current young people in post-secondary institutes (0.7% males and 0.5% females) and university (7.5% of males and 6.1% of females). In the case of university attendance, given the parity among those who have previously attended, the different (and different length) of the programs that males and females attend, and given gender-skewed repetition patterns, males and females attending university are very near parity.

**Figure 3.2.7 Percentage of young people aged 10-29, by sex and current school level, Egypt, 2009**





**Figure 3.2.8 Percentage of all young people aged 10-29 currently attending school, by level of schooling and residence, Egypt, 2009**



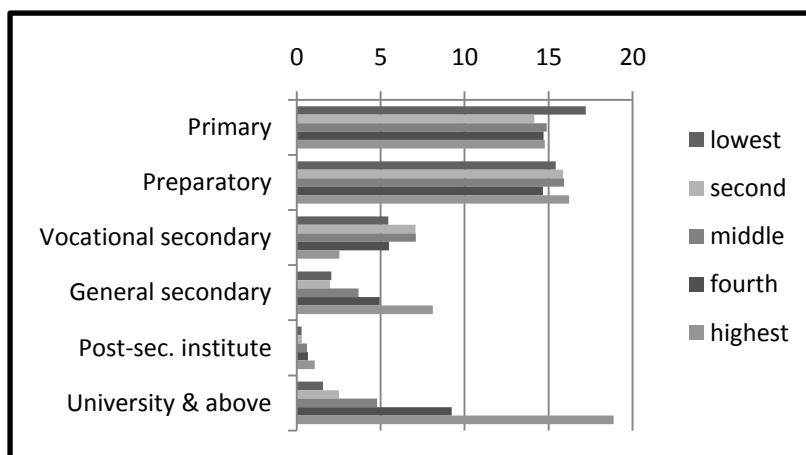
The distribution of young people across different levels and tracks of schooling is dependent on residence, as Figure 3.2.8 shows.

Differences are small until secondary school, when more rural young people, especially males, are attending vocational secondary school. Urban young people of both sexes, and female residents of informal urban

housing, are over-represented in general secondary school when compared with those in other types of residence. At the university level, more than 11% of all urban young people and 8% of all young people living in informal urban housing are current students, but just 5.5% of rural males and 3.5% of rural females are current university students. In terms of region, urban governorates and urban Lower Egypt have high rates of students attending general secondary school and university, and low rates of those in vocational secondary school; Upper Egypt, the Frontier governorates, and especially rural Upper Egypt have a low percent of young people currently attending university (see Table A3.5 in appendix).

The differences in enrollment and tracking are even more striking in terms of wealth quintile (see Figure 3.2.9). While minor variation, attributable primarily to nonattendance patterns, is visible through preparatory school, enormous differences emerge at the level of secondary school. While 7.1% of the poorest young men and 3.8% of the poorest young women are currently attending vocational secondary school, only 3.2% of the wealthiest young men and 1.9% of the wealthiest young women are in vocational secondary school. Instead, 7.5% of the wealthiest males and 8.8% of the wealthiest females are in general secondary school, while only 2.4% of the poorest males and 1.7% of the poorest females are in general secondary school. A wealthy female is five times more likely than a poor female to be currently attending general secondary school, and a wealthy male three times more likely to do so than a poor male, with the consequent lack of university access for the poor. Even stronger associations are found at the university level. Some 20.2% of all the wealthiest young men are currently attending university, as are 17.6% of the wealthiest females. These rates are more than double those of respondents in the fourth wealth quintile, and more than ten times the percentage of young people attending from the poorest wealth quintile.

**Figure 3.2.9 Percentage of all young people aged 10-29 currently attending school, by level of schooling and wealth quintile. Egypt, 2009**



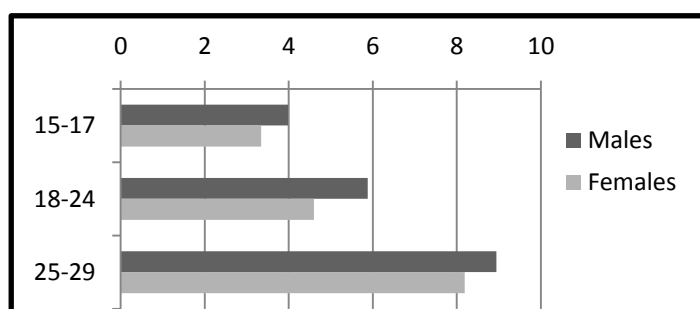
### 3.3 SCHOOL ATTAINMENT

Those who previously attended school successfully entered the school system and have since exited it, having either completed their education or dropped out. Some 47.1% of all young men and 43.4% of all young women have previously attended school, but are no longer attending. Advantages and disadvantages along residence, region, and wealth lines, similar to those for current students, are found among students who previously attended school (see complete data in Appendix Table A3.6). In this section, attainment is measured in terms of levels of education and average years of schooling completed.

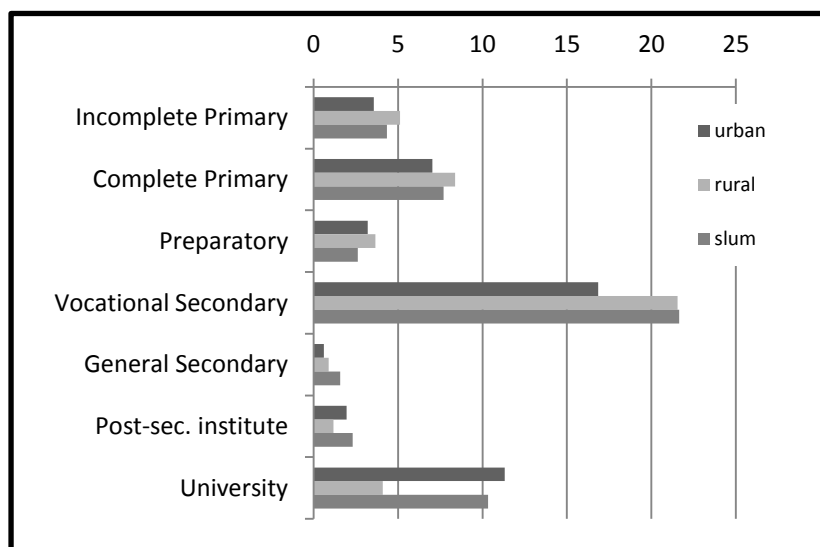
#### School Completion

Young people are categorized by the last level they successfully completed; for instance, a young person who attended only one year of preparatory school and then no longer attended school, would be categorized as “completed primary school.” The age groups show a promising trend in completing at least primary education (see Figure 3.3.1). While a greater percentage of young people in younger cohorts are entering school, they are also more likely to progress through the system successfully. The percentages of young people with an incomplete primary education who are 15-17 years old are half that of young people aged 24-29.

**Figure 3.3.1 Percentage of all young people aged 15-29 leaving school with an incomplete primary education, by sex and age group, Egypt, 2009**

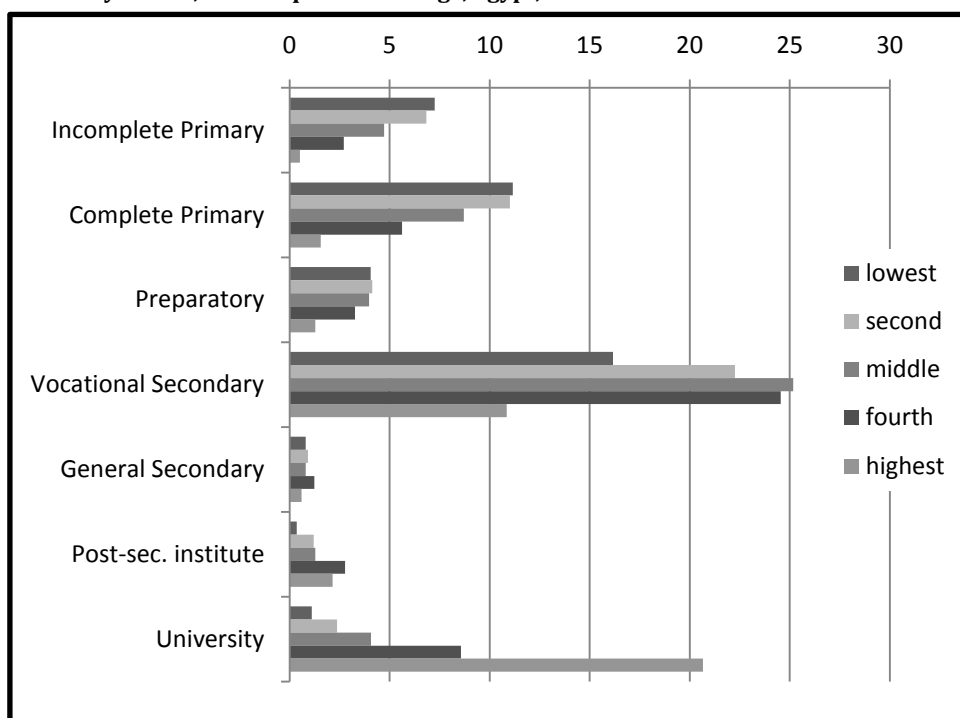


**Figure 5 Percentage of all young people aged 15-29 who previously completed a schooling level, by residence and age, Egypt, 2009**



Rural young people are much more likely to have low (less than complete preparatory school) levels of education than their urban peers (Figure 5 3.3.2). Interestingly, however, males living in informal urban housing fare poorly, 10.5% having completed only primary school, which is two times more than females and more than either urban or rural young people.

**Figure 6 Percentage of all young people aged 15-29 who previously attended school, by level they attend, wealth quintile and age, Egypt, 2009**



Similar to the pattern with school attendance, wealth has a strong association with the level of education completed by students who had been to school (see Figure 3.3.3). Poorer young people, even through the middle quintile, have a high chance (greater than 10%) of entering the school system but not completing preparatory school, the compulsory level. Only among the very wealthiest quintile have less than 5% of both males and females previously completed less than secondary school. Also only among the wealthiest is there a lower (about half) rate of attendance at vocational secondary school—largely because of the much higher rates of university attendance.

### Years of Schooling

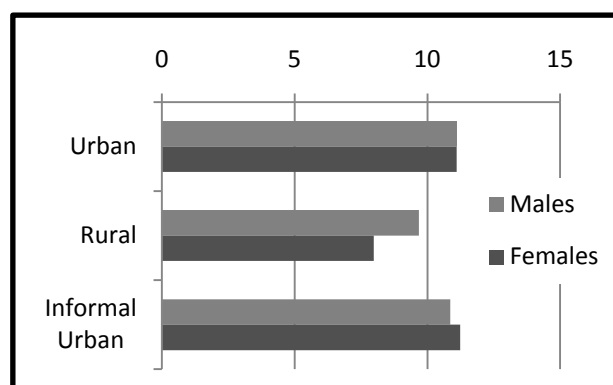
Another way of measuring school attainment is in years of school successfully passed. This section presents the mean years of schooling achieved by 22-24-year-olds (see complete data in Appendix, Table A3.7). These young people should have at least entered, and probably completed, their final stage of education, but are a younger cohort with higher rates of ever-entry than the oldest age group (25-29). Those younger than 22-24 may, in fact, be developing different patterns of schooling, but because they have not completed their educational course, those patterns cannot be readily measured in terms of years of school successfully passed.

Young men 22-24 in Egypt average 10.2 years of school, slightly less than a complete secondary education, while young women average 9.2 years.

Figure 3.3.4 shows important variations in mean years of schooling by residence and sex. On average, urban young people are completing 11.1 years of school—all the way through secondary school. Male and female urban young people have the same average schooling length, and the pattern is similar for those living in informal urban housing. Rural youth, however, have had less schooling than their peers and also show a large gender gap. Rural

males average only 9.7 years of school, that is, a little more than basic education and females only 8.0 years, that is, a basic level of education.

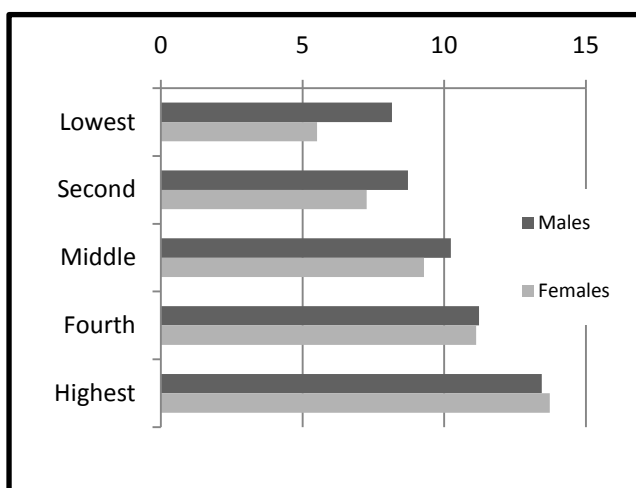
**Figure 3.3.4 Mean years of schooling by residence and sex among respondents aged 22-24, Egypt, 2009**



years of school, but females only 6.8. Much of this difference is a consequence of girls in rural Upper Egypt being much more likely never to have enrolled in school. A large gap also exists in the Frontier governorates, as well as overall low levels of schooling, with males averaging 9.0 years and females 7.6.

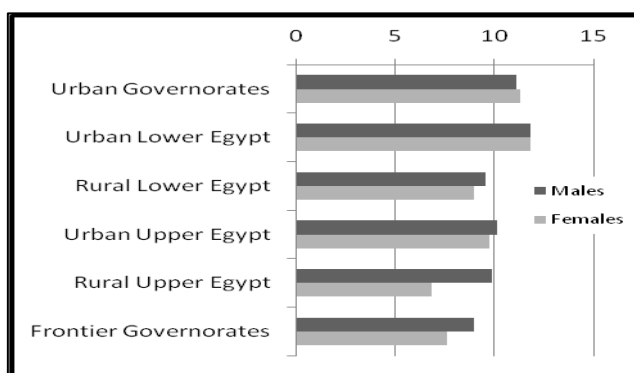
Wealth shows a strong relationship with both years of schooling and gender gaps (see Figure 3.3.6). Young men from the lowest quintile average 8.2 years of schooling and females only 5.5 years, that is, less than primary-level education. In comparison, young people from the highest wealth quintile average 13.4 years for males and 13.7 for females. Young women in the highest wealth quintile are completing more than twice as much schooling as their peers in the lowest quintile.

**Figure 3.3.6 Mean years of schooling by wealth quintile and sex, among respondents aged 22-24. Egypt, 2009**



As Figure 3.3.5 shows, urban Lower Egypt averages the years of schooling, followed by the urban governorates, and both have gender parity—in fact, a slightly higher average for females. All other regions experience both fewer years of schooling and a gender gap. The gap is small in rural Lower Egypt; only 9.6 years for males to 9.0 years for females. Likewise in urban Upper Egypt, males average 10.1 years and females 9.7. However, in rural Upper Egypt, the gap is significant; males average 9.9 years of school, but females only 6.8. Much of this difference is a consequence of girls in rural Upper Egypt being much more likely never to have enrolled in school. A large gap also exists in the Frontier governorates, as well as overall low levels of schooling, with males averaging 9.0 years and females 7.6.

**Figure 3.3.5 Mean years of schooling by region and sex, among respondents aged 22-24. Egypt, 2009**



The gender gap closes as wealth increases, from a 2.7-year gap among those in the lowest quintile, through a 1.4-year gap for those in the second quintile and 0.9-year gap for those in the third to essential parity for those in the fourth quintile. Average years also increase systematically, with the greatest jump between the fourth and highest wealth quintiles; while the fourth quintile is averaging a solid secondary education, the highest quintile is also, on average, receiving most of a university education.

### **3.4 ABSENTEEISM, REPETITION, AND DROPOUT**

Absenteeism, repetition, and dropout are serious problems that compromise the efficiency of the educational system, placing a heavy burden on the system and leading to the waste of precious resources. They also hamper the educational progress of young Egyptians.

#### **Absenteeism**

Absenteeism, missing school days, constrains young people from receiving the required number of hours of learning time and therefore affects their learning outcomes. Three-fourths (74.8%) of young people have been absent for at least one day in the first semester (for complete data, see Table A3.9 in the Appendix). On average, young people were absent for 7.3 days per semester. The reasons cited for absence varied. Three-fourths of those who were absent (74.5%) cited illness or the menstrual cycle as the reason for their absence. A significant percentage of young people (16.1%) miss school “to study outside” or because they felt they were not benefiting from school (14.4%).

Family circumstances also contribute to absenteeism, although to a lesser extent than illness, studying, or lack of benefit. The only two other reasons that received more than 5% were “family problems” (5.8%) and “to help with household chores” (6.2%).

Absenteeism patterns varied by level of schooling. A greater percent of secondary-school students than other students are absent during a term, and they average a greater number of days absent—11.3 per semester for vocational students and 10.5 for general secondary school—as compared to 5.4 and 6.6 days per term in primary and preparatory school. Illness was less of a problem at the secondary level. A perceived lack of benefit was more frequently cited at the secondary level, reported by 24% of technical secondary-school students who were absent and 19.1% of general secondary-school students who were absent. Family problems, household chores, and helping with family work were particular problems for vocational secondary students, while for general secondary-school students, studying outside of school was a reason for absenteeism for 38.5%, versus 10.6% of vocational school students. Students in secondary school, who were also more frequently absent, gave more reasons for their absence.

Males and females have similar rates of absenteeism, but males have both a higher rate and a higher average number of days. Given their similar rates of absenteeism due to illness/menstruation, it is unlikely that menstruation, which only affects females, is contributing significantly to absenteeism. Females were more likely than males to be out of school in order to study, or to help with household chores, while males more often than females were ill, working, or faced family problems.

Rates of absenteeism were similar between different areas of residence and regions; average days were fairly similar, although rural Lower Egypt and the Frontier governorates averaged one day of absence fewer than the overall average. Poor health was more of a problem in the Frontier governorates and in the urban governorates, but family problems more of a problem in rural Upper Egypt. Household chores and working were a particular problem in rural areas, especially in Upper Egypt. Rural Upper Egypt also averaged more reasons given by respondents for being absent than other areas, despite its similar rates.

Wealth did not show a clear or strong relationship with absenteeism or average days absent, but it did shape the reasons contributing to absenteeism. Family problems and problems with teachers were more frequent among those in the poorest wealth quintile. Interestingly, both the poorest and the wealthiest had lower rates giving the reason of not benefiting from school, while those in the middle three wealth quintiles cited this reason more frequently. Studying outside of school and private tutoring are much more common among the wealthy, while poorer, and especially the poorest young people, had to work or help in their household.

## Repetition

Grade repetition is another measure of inefficiency of a school system and a form of waste. When a student repeats a grade, not only does it delay his/her progression through the educational system but it also costs the system two times more to educate a repeater than to educate a student who moves steadily from grade to grade. Absenteeism may lead to repetition when a student does not receive the necessary amount of class instruction and is, therefore, not able to pass final exams. Young people at all levels of schooling experience repetition. (Table 3.4.1)

<b>Table 3.4.1 Grade Repetition</b> Percentage of young people who ever attended school (previously or currently) that ever repeated, and repetition by level according to current school level, ages 10-29, Egypt 2009					
<b>School Level</b>	<b>Ever repeated</b>	<b>Primary-school repetition</b>	<b>Preparatory-school repetition</b>	<b>Secondary-school repetition</b>	<b>Higher education repetition</b>
<b>Currently attending</b>					
Primary school	6.4	6.3			
Preparatory school	10.3	3.8	7.8		
Vocational secondary school	25.4	5.2	15.6	7.9	
General secondary school	7.8	0.7	4.4	4.4	
Post-sec. institute	22.3	0.0	2.6	13.1	6.5
University and above	15.8	0.6	2.7	5.1	10.7
<b>Previously attended</b>					
Primary school	27.9	27.9			
Preparatory school	39.4	9.1	34.6		
Vocational secondary school	19.5	3.8	12.4	6.5	
General secondary school	22.3	1.7	10.0	12.2	
Post-sec. institute	13.8	0.0	4.3	5.3	6.9
University and above	12.8	0.6	2.3	3.4	8.3
<b>Total</b>	17.1	5.9	11.4	6.0	9.1
<b>Number of respondents</b>	2,249	754	1,137	390	213

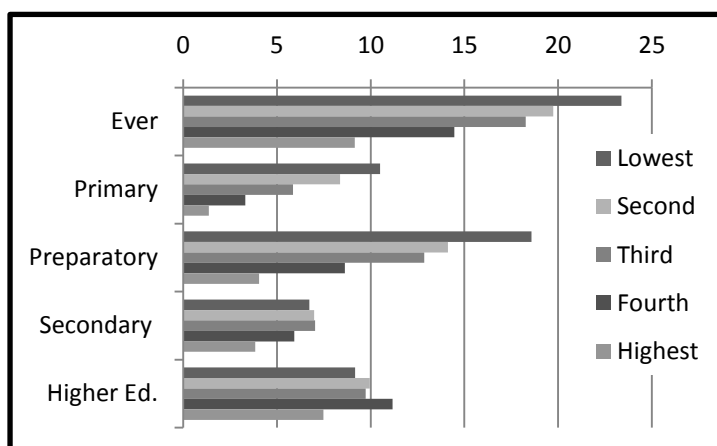
Among young people who ever attended school (previously or currently), 17.1% repeated a grade at least once. Some 5.9% of young people who entered primary school repeated a grade during this level; 11.4% of young people who entered preparatory school repeated a grade; 6.0% of those who entered secondary school repeated a grade; and 9.1% of those who entered higher education (post-secondary school and university) repeated a grade. Many young people may be repeating at multiple levels of education or have multiple repeats within a level, circumstances that are not captured in these data.

Among current students, the highest percentage of young people who ever repeated a grade is found among vocational secondary-school students. A fourth (25.4%) of these

students repeated a year. Repetition is high even at the post-secondary level, where over a fifth of students in post-secondary institutes (22.3%) repeated a year and (15.8%) of university students repeated at least a year. Even among those who attended school in the past, repetition is high, above 12%, for all school levels. Among young people who previously attended school, over a third (39.4%) of those who attended preparatory and stopped during or after this level repeated a year at least once. This rate is the highest among young people who attended school in the past. Repetition also appears to play a major role in derailing education. Very few primary-school repeaters are found at the higher levels of education, and low rates of preparatory repetition are found among those who attain higher education.

From a gender perspective, repetition is strongly skewed towards males, who are nearly two times more likely than females to repeat a grade (21.7% vs. 11.9%). Although the gender gap in repetition is small in basic education, at higher levels males are more than two times more likely than females. Repetition rates are higher across the board among rural students, followed by urban students. Those living in informal urban areas experience the least repetition. Specifically young people from rural Upper Egypt have the highest rates of repetition, with 20.4% of young people repeating a grade at least once. Urban Lower Egypt has the lowest rate of repetition, at 12.5%, indicating that even the best-performing region experiences high rates of repetition.

**Figure 7 Percentage of young people entering school level who ever repeated that level by wealth quintile, Egypt, 2009**



Wealth is closely tied to repetition (Figure 7). Young people from the 20% poorest households have the highest rates of school repetition, 23.4%, compared to 9.2% in the wealthiest quintile. While there is a relatively smooth gradation between repeating within the levels of primary and preparatory school, with a higher percentage of repeaters from the poorer quintiles, variation by wealth quintile is smaller at the secondary and higher education levels. Overall, grade repetition

appears to be a serious issue that affects all young people in Egypt regardless of sex, residence, region, wealth, or the student's educational level.

### School Dropout

While absenteeism and repetition are serious problems within the education system, a third serious problem is leaving before completing school, that is, dropout. By examining dropout patterns, we can understand where, in the schooling system, young people end their education. The dropout rate measures the number of dropouts as a percent of the population entering a specific school level. Table 3.4.2 shows dropout rates at the primary, preparatory and secondary levels of education by background characteristics, sampling the youngest age group that has completely exited that level.

<b>Table 3.4.2 Dropout rate by background characteristics</b>					
<b>Percent of young people dropping out by level of schooling (dropouts/total entering), for most recent exited age group, according to gender, residence, region, and wealth, Egypt 2009</b>					
<b>Characteristic</b>	<b>Primary School (16-18)</b>		<b>Preparatory School (19-21)</b>		<b>Secondary School (25-29)</b>
	<b>During</b>	<b>After</b>	<b>During</b>	<b>After</b>	<b>During</b>
<b>Gender</b>					
Males	5.0	3.2	9.6	4.1	2.7
Females	3.2	3.7	7.3	6.3	1.4
<b>Residence</b>					
urban	4.2	2.2	6.1	4.8	0.9
rural	4.1	4.3	10.0	5.7	2.8
informal urban	4.5	0.6	7.2	2.8	2.5
<b>Region</b>					
Urban governorates	5.1	2.5	7.2	6.4	2.0
Lower Egypt	4.6	3.5	6.5	2.3	2.2
Urban	4.9	0.9	3.4	0.8	0.8
Rural	4.4	4.2	7.5	2.8	2.7
Upper Egypt	3.4	3.6	12.3	8.5	2.2
Urban	1.7	1.1	8.6	3.9	0.0
Rural	3.8	4.2	13.4	10.0	3.0
Frontier Governorates	1.7	8.3	8.4	3.6	0.7
<b>Wealth</b>					
Lowest	6.0	8.4	14.0	9.6	5.9
Second	7.0	3.1	12.4	7.0	3.0
Middle	4.5	2.9	11.1	5.8	2.7
Fourth	1.7	1.8	5.8	3.6	1.6
Highest	0.3	0.2	0.9	1.6	0.0
<b>Total</b>	4.2	3.4	8.5	5.1	2.1
<b>Number of respondents</b>	88	79	150	93	41

In general, the dropout rate for young people increases with the level of education. As the table shows, 4.2% of young people aged 16-18 dropped out during primary school and 3.4% after primary school. Some 8.5% of young people aged 18-21 dropped out during preparatory school—before successfully completing compulsory education—and 5.1% dropped out afterwards. Taken together, this is a large portion of young people who enter the school system but fail to complete compulsory schooling. Particularly troubling is the high percent of young people, 8.5%, entering but not completing preparatory schooling. While there are annual and end-of-level exams, the exam for passing out of preparatory school is much more challenging than that for primary school, and many of these young people may be unable to pass the exam. Some 2.1% of young people who entered the secondary stage dropped out during secondary school among 25-29-year-olds, a low rate relative to other levels.

Males and females have slightly different patterns of dropout. Males are more likely than females to drop out during a schooling level, and females are more likely to drop out after completing a stage. For instance, 9.6% of males who enter preparatory school dropped out during that stage, compared with only 7.3% of females. However, only 4.1% of males and 6.3% of females drop out after this stage. This rate generally averages out into near-parity, but may indicate different reasons and problems contributing to male and female dropout rates.



Residence also plays a large role in dropout patterns. While young people from different types of residence drop out during primary school at similar rates, after primary school rural young people are nearly two times more likely to stop going to school than urban young people, 4.3% to 2.2%. Those living in informal urban housing have an even lower rate of dropout, at 0.6% (although they also have a slightly higher rate during primary school). Dropout during preparatory school is lowest in urban areas, at 6.1%; it is 7.2% in informal urban housing areas and 10.0% in rural areas. After preparatory, 4.8% of urban young people leave the school system, compared with 5.7% of rural young people, but only 2.8% of informal those living in urban housing. In secondary school, urban dropout rates are the lowest, 0.9%, followed by the rates for those residing in informal urban housing at 2.5% and for rural young people at 2.8%.

Urban governorates and Lower Egypt have higher rates of dropout during primary school than those of the Frontier governorates or Upper Egypt regions; however, this trend changes at the end of primary school, when students in the rural populations of Lower and Upper Egypt, and especially the Frontier governorates (8.3%) drop out from the school system. Dropout rates during preparatory school are greatest in rural Upper Egypt—13.4%, followed by urban upper Egypt at 8.6%, and the Frontier governorates, rural lower Egypt, and urban governorates. With only 3.4% of its young people dropping out during preparatory school, urban Lower Egypt does the best job of seeing its young people through the final stage of compulsory schooling. After preparatory school, 10% of the young people in rural Upper Egypt leave the school system, followed by 6.4% at the same level in the urban governorates. Other areas have rates of 2-3%, except urban Lower Egypt, which only loses 0.8% of young people from its education system after preparatory school. The dropout rate is fairly consistently low throughout secondary school.

Lower levels of wealth dramatically increase the chances of dropout for young Egyptians. While 6.0% of the poorest young people drop out during primary school, only 0.3% of the wealthiest young people do so. Similar patterns are found across all levels of schooling. While 14.0% of the poorest young people drop out during preparatory school, only 0.9% of the wealthiest do so. Dropout rates for the wealthiest quintile are also consistently lower than those for the fourth wealth quintile; 5.8% of young people from the fourth wealth quintile drop out during preparatory school. Equally dramatic is the finding that only 28.1% of the wealthiest young people exit the education system after secondary school compared to 61.8% of the second wealthiest quintile. Wealth clearly permits better-off students to take a radically different educational path than others can.

Stopping at the end of the secondary level of education is not considered dropping out of the educational system, but it is helpful to show the numbers and profile of those students who exit the system after completing secondary school. Almost two-thirds (61.4%) of young people end their educational experience after completing secondary school. The contrast between urban and rural young people is particularly sharp. Because of their different patterns of higher education, only 45.7% of urban young people who complete secondary school exit the system at that point, compared to 57.9% of those living in informal urban housing and 71.7% of those residing in rural areas. Regionally, 79.4% and 74.7% of young people from the Frontier governorates and rural Upper Egypt, respectively, exit the system after completing secondary school, compared to 42.2% of those living in urban governorates and 50.6% of those living in urban Lower Egypt.

## Reasons for Dropout

Some of the students who dropped out reported that they believed their schooling was not sufficient. Therefore the survey asked this group of young people the reasons that led them to dropout. They could give multiple reasons. (The results are in the Appendix, Table A3.10).

The most frequent reason young people cited for dropping out, was “I didn’t want to finish” (40%).<sup>17</sup> Reasons for dropping out vary between young men and women. More than half of males (53.7%) reported they did not want to finish as the reason for dropping out, compared to 28.7% of females. The cost of uniforms and school fees motivate 23% of female, but only 14.1% of male dropouts. Having to work or help their families work motivated 30.1% and 14.1% of male dropouts but motivated only 2.0% and 4.9% of female dropouts. Nearly two times more males than females were motivated by poor school performance (20.1% versus (11.0%). Dropping out due to marriage was reported mainly by females (11.8%). Males are more likely than females to report multiple factors motivating their dropping out, taken additively; males averaged 1.6 reasons and females only 1.3 reasons for dropping out of school.

Reasons for dropping out by level of education also show some interesting variations. Half (51.6%) of young people who attended primary school, and 39.1% of young people who attended preparatory school dropped out because they did not want to finish, but fewer who dropped out of secondary school gave this reasons. Not doing well in school was cited by a fifth (20.5%) of young people who dropped out at the preparatory level and by 13.9% at primary levels. Marriage was cited a reason for young women who dropped out after attaining a basic education.

Many reasons cited for dropout show relatively minor variation by residence. Not doing well in school was more often cited as a reason by young people residing in rural areas (17.2%) than among those living in urban (11.7%) or informal urban housing (8.2%). Working or helping at home more frequently motivated students’ dropout in urban areas, but those living in rural areas more often reported having to help their families work. Regional differences showed greater variation. Young people in the urban governorates and Upper Egypt were particularly motivated to drop out because of uniform and school fees (21.5% and 23.8%, respectively). Parental opposition was a particular problem in Upper Egypt (21.0%) and the Frontier governorates (18.2%). Young people in rural Upper Egypt and in the Frontier governorates average a greater number of reasons, especially compared to the urban governorates.

Being from the lowest or highest wealth quintile shows a pattern with respect to the reasons cited by young people for dropping out. The reasons that cause the poor to drop out affect more young people than are affected in other quintiles because the poor have a much higher dropout rates. For instance, 6% of the poorest young people were motivated by the lack of schools offering further study, but less than 1% of all other quintiles cited this reason for dropout. Uniform and school fees motivated the dropout of 23.3% of the poorest and only 13.5% of the richest. Not doing well in school was cited by 18.7% to

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<sup>17</sup> Because the question was asked only of those young people who had dropped out but felt they did not have sufficient education, the reason reported by most young people of not wanting to finish was unexpected. However, it could be that when they dropped out they did not want to finish, but at the time of the survey they felt their education was not sufficient.

12.3% of those in the poorest quintile through the fourth quintiles, but only 4.5% of the wealthiest. Having to work was reported fairly evenly across wealth quintiles, but having to help at home motivated 9.3-12.1% of the four lower quintiles, but only 1.8% of dropouts in the wealthiest quintiles. The wealthiest also had fewer motivators, averaging 1.3, while the middle three quintiles averaged 1.4 reasons and the lowest 1.5 reasons, indicating that multiple factors were more likely to be affecting the less wealthy.

### 3.5 LEARNING OUTCOMES

The objective of any education system is to achieve maximum long-term learning outcomes for its students in terms of cognitive development and knowledge. The SYPE included aptitude tests, which were self-administered by young people aged 10-17.<sup>18</sup> Two separate tests were designed: one for those aged 10-14 and another for those aged 15-17. Tests included multiple-choice questions and were not content-specific. Tests were designed to measure skills in three domains: Arabic literacy, numeracy, and critical thinking. Table 3.5.1 shows the overall percent scores that young people obtained on the tests.

<b>Table 3.5.1 Mean percent score on aptitude test of young people aged 10-17, by age group, gender, educational level, residence, and wealth quintile, Egypt 2009</b>				
	<b>10-14</b>		<b>15-17</b>	
<b>Characteristic</b>	<b>Males</b>	<b>Females</b>	<b>Males</b>	<b>Females</b>
<b>Education</b>				
None	18.0	7.1	5.9	7.7
Current primary	41.8	44.3	--	--
Current preparatory	48.9	51.4	36.3	33.9
Current vocational secondary	--	--	34.9	39.3
Current general secondary	--	--	40.4	46.7
Attended primary	20.0	23.4	16.1	10.6
Attended preparatory	31.1	23.2	24.3	23.8
Attended vocational secondary	--	--	32.0	28.9
Attended general secondary	--	--	--	--
<b>Residence</b>				
Urban	49.7	55.0	41.7	45.2
Rural	40.4	40.6	31.8	29.9
Informal urban areas	47.2	49.6	28.9	27.6
<b>Region</b>				
Urban governorates	50.5	59.5	43.8	44.9
Lower Egypt	44.4	44.0	35.1	38.9
Urban	50.4	49.0	42.8	43.1
Rural	42.6	42.7	33.1	37.5
Upper Egypt	39.1	39.3	28.6	23.9
Urban	44.0	45.5	20.7	29.6
Rural	38.0	37.8	30.2	22.4
Frontier governorates	43.3	57.0	41.3	49.6
<b>Wealth quintile</b>				
Lowest	32.2	33.9	30.2	22.3
Second	39.9	41.0	29.2	28.9
Middle	45.0	45.6	31.6	34.9
Fourth	46.5	49.1	39.9	44.3
Highest	58.1	62.4	45.1	44.7
<b>Total</b>	43.6	45.2	34.2	33.9
<b>Number of respondents</b>	2,088	2,026	1,273	1,308

<sup>18</sup> The tests were prepared by the National Center for Exams and Educational Evaluation, an affiliate of Egypt's Ministry of Education.

This test produced a high rate of nonresponse (about 40% of students aged 10-14 and 50% of those aged 15-17 did not respond; males had slightly a higher nonresponse rate than did females), so results should be interpreted judiciously. However, even rates of nonresponse (see Appendix Table A3.11 for response rates) can be helpful information, as strong patterns emerged between nonresponse and background characteristics. For instance, those who had never been to school generally declined to take the test.

While overall, there does not appear to be much variation in test scores by sex for both age groups, differences by sex in performance emerge when observing results by education level, residence, region, and wealth, without clear patterns, however. For example, among young people aged 10-14 who are currently at primary and preparatory levels, girls' scores are higher than boys' but not for those with no education. Similarly, girls also scored higher among the 15-17-year-olds who are currently in general secondary schools, but boys' scores are higher among those who are currently in preparatory school. Also, 10-14-year-old females in urban and informal urban housing performed better but had scores similar to those of boys living in rural areas. Girls had higher scores than boys in urban governorates and the Frontier governorates for both age groups, and for 10-14-year-olds, girls scored more than boys in the wealthiest quintile.

Expectedly, educational track and stage have an impact on test results. Comparing the scores of those at primary levels with those who are in the preparatory stage (older group) within the 10-14 age categories, we find a difference of six percentage points. The preparatory group scored an average of 64.9% compared to 58.9% in the primary group. Those aged 15-17 in the general secondary education system did better than those in the vocational secondary system: The average score for those in the vocational system was 59.9% compared to 69.3% for those in the general secondary education system. These young people were tracked into either vocational or general secondary school as a result of their test performance at the end of preparatory school. However, the 59.9% score of vocational students is very close to the 58.5% scored of preparatory-school students aged 15-17. This finding shows that vocational education suffers from adverse selection with the lowest-scoring two-thirds of the preparatory pool ending up in the vocational education systems.

Urban/rural residence shows significant variation on aptitude test results. Young people in urban settings had higher scores compared to those in rural settings. For those in the age group 10-14, the average score for rural respondents was 58.0%, compared to 67.1% for their urban counterparts. For those in the age group 15-17, the average score for rural respondents was 58.5%, compared to 65.5% for their urban counterparts.

Residents in the urban governorates had the highest scores in aptitude tests. These were followed by those living in urban Upper Egypt and urban Lower Egypt. Those with the lowest score average lived predominantly in the rural Upper Egypt region. For those in the age group 10-14, the urban governorates' average was 67.2% compared to 55.6% scored by those in the same age group living in rural Upper Egypt. For those in the age group 15-17, the urban average was 65.9% compared to 62.1% scored by those in the same age group living in rural Upper Egypt. The Frontier governorates and rural Lower Egypt had the worst scores in the older age group; however, at least in rural Lower Egypt, the higher

enrollment and response are likely responsible for switching its position relative to Upper Egypt.

Wealth is also highly associated with higher test scores. Within the age group 10-14, the average score for those in the highest wealth quintile was 71.5% compared to 52.7% for those in the lowest wealth quintile. In the older age group (15-17), those in the highest wealth quintile scored 70.1% compared to 55.9% in the lowest wealth quintile.

### **Cheating on Exams**

One indicator of student performance is cheating in exams. Overall, cheating is a pervasive phenomenon throughout the education system in Egypt (see Appendix Table A3.14). Two-thirds (65.6%) of all young people have reported that they have cheated, and 79.4% have seen others cheat on exams. Some 4.2% of young people know someone who bought a copy of the exam. Cheating is particularly high in vocational secondary school. It is also common among those who attended primary and preparatory levels, and dropped out during or after this level. The proportion of young people who reported cheating is somewhat lower at other levels of schooling, but those who reported witnessing cheating around them remains high. The phenomenon of buying exams appears to be particularly pervasive at the higher education level.

Males and females have similar experiences of cheating. Cheating is also higher in rural and informal urban areas than urban ones, especially in rural Lower Egypt. Current students from the highest wealth quintile appear to cheat less than their poorer peers. This finding may suggest that students feel unable to succeed without cheating, are not prevented from cheating, or are examined in a manner that would preclude cheating—that is, given exams that primarily involve rote memorization.

## **3.6 OUT-OF-SCHOOL LEARNING SUPPORT**

Many young people in Egypt seek out-of-school learning support in the form of private tutoring and family assistance with school work.

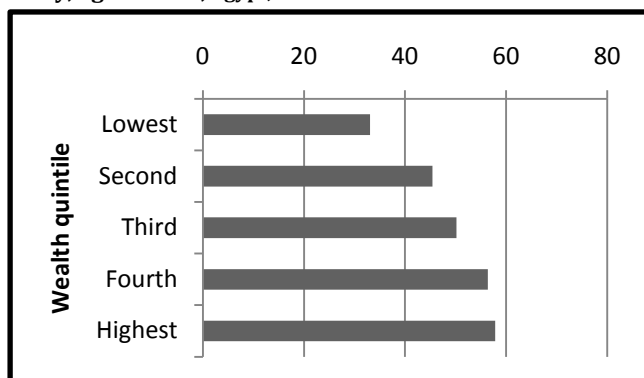
### **Private Tutoring**

In Egypt, many young people need private tutoring in order to be able to pass their exams, especially the high-stakes exams at the end of preparatory school, which determine secondary track, education, which, in turn, determines university and faculty options. When the educational system is not delivering the expected learning outcomes, private tutoring is used to fill the gap. Half (49.0%) of current students are receiving private tutoring, either in the form of individual lessons or study groups (for data by all background statistics, see Appendix Table A3.13). More than a third (36.1%) of current students receive private lessons, and 14.5% are in study groups. Those who are taking private tutoring are studying 3-4 subjects, on average. These are not young people who are only getting help with a particular subject, but rather they are supplementing their entire curriculum. This supplement is not free; secondary students and below reported spending an average of 92LE per month on tutoring.

Commensurate with the high-stakes exams, private tutoring was most often relied on by preparatory students (63.7%) and general secondary students (80.2%), with primary students also often receiving tutoring (57.0%). Those in general secondary school

receiving tutoring averaged the greatest number of subjects—4.1—and the highest cost—217.9LE per month.

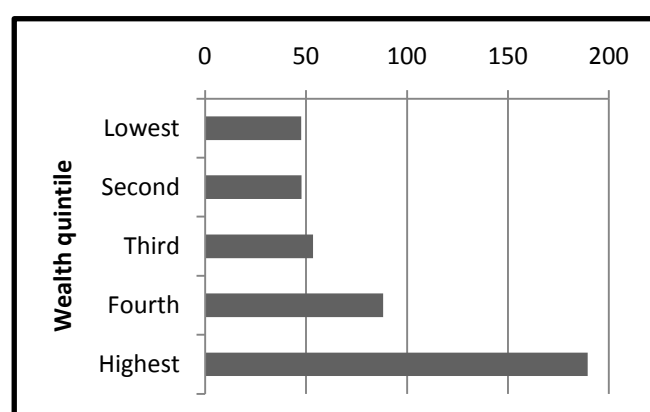
**Figure 3.6.1 Percentage of young people receiving tutoring by wealth quintile, among current students only, aged 10-29, Egypt, 2009**



only receiving tutoring 29.8% of the time. Cost differences commensurate with urban/rural residence are visible across regions as well.

Tutoring is used by young people in all wealth quintiles, and is a sizeable expense (see Figure 3.6.1 and Figure 3.6.2). Some 33.1% of young people from the lowest quintile currently in school receive tutoring, and pay an average of 47.6LE per month for it. emphasizes how crucial all families, even the poorest, consider this expense. It also underlines the low quality of schooling. Rates of tutoring are higher in higher wealth quintiles, with the wealthiest young people currently in school having a 57.8% rate of tutoring, greater average monthly expenditures (189.4LE), and being tutored in a greater number of subjects.

**Figure 3.6.2 Average cost (LE) per month of tutoring by wealth quintile, current secondary students and below only, aged 10-29, Egypt, 2009**



### Family Help with School Work

One important contributor to learning outcomes is family support. The SYPE asked young people currently in secondary school or below whether they were receiving help with homework (see data by all background characteristics in Appendix, Table A3.12). A fifth (19.2%) of all young people receive help with their schoolwork. Of these young people, 42.4% are helped by their mothers, 39% by siblings, 33.4% by their fathers, and 6.7% by other relatives. Young people, on average, have one person who helps them with their homework, when they do get help.

Young people are most likely to receive help with schoolwork if they are currently in primary school (28.8%) and in preparatory school (18.2%). However, they are more likely to be receiving help from their mother at the primary level than at the preparatory level. Very few (2.4%) vocational secondary students receive family help. However, 10.2% of general secondary students receive family help, much more frequently from their fathers

(66%), than at any other level. Only slight gender differences exist between males and females in their frequency of receiving family help; rates are slightly higher for females, and sources are similar.

Urban young people are more likely to be receiving help from their families (25.7%) than are those in informal urban housing (19.1%) or rural young people (16.3%). Rural young people are less likely to have their mothers as the source of their help, and much more likely to have older siblings. Specifically rural Upper Egypt and the Frontier governorates display the lowest rates of family assistance (12.3% and 13.5%) and urban governorates the highest (27.8%), with other regions around 20%.

Wealth, especially high levels of wealth, increases parental assistance. Young people from the richest households (33.1%) are three times more likely to receive support from their families than are those from the poorest households (10.3%). Wealthier young people also average more sources of help with schoolwork than poorer young people.

### 3.7 PARENTS' EDUCATION

Parents' education is an important component of young people's education. The education of young peoples' parents may shape the value parents place on education, and their ability to support the education of their offspring. Intergenerational educational mobility plays a large role in determining the economic mobility of young people, as well, and whether those young people with the greatest innate talent are able to both receive education and contribute to society.

Figure 3.7.1 Father's education, among respondents aged 10-29, by gender, Egypt, 2009

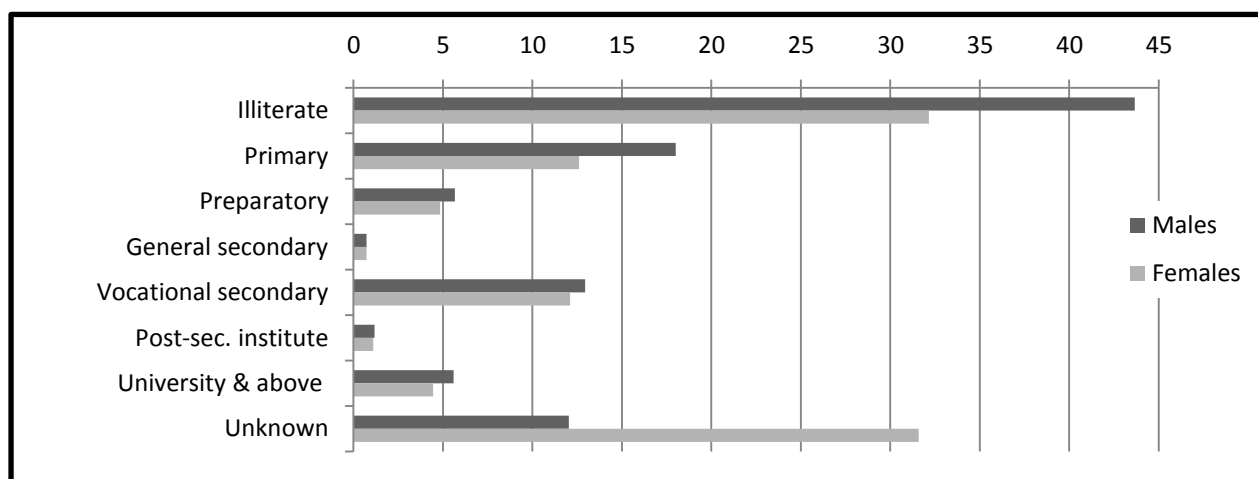
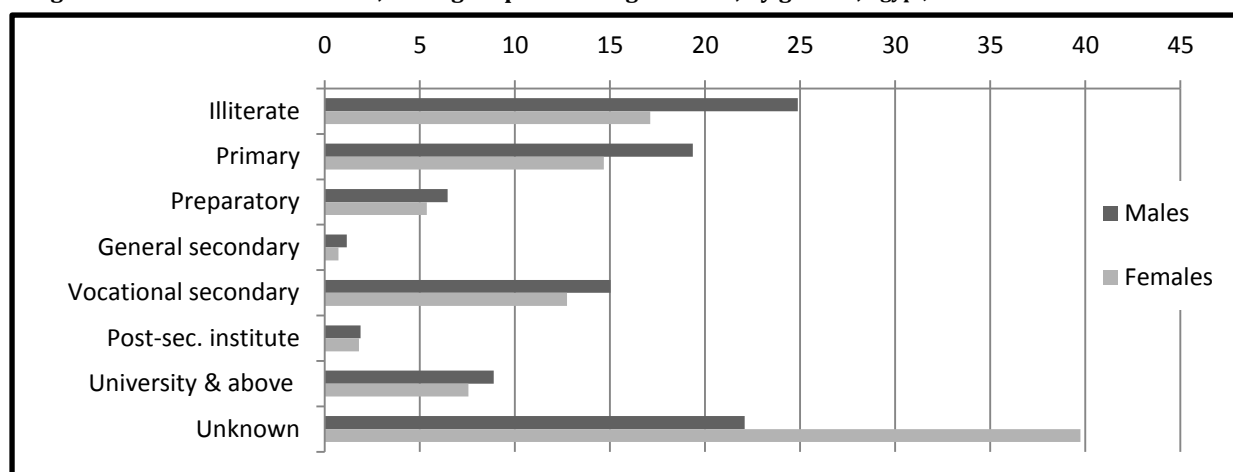


Figure 3.7.1 and Figure 3.7.2 show the parental education of young people<sup>19</sup> (see Table A3.8 in Appendix). Although in the population young males and females are equally likely to be born to parents at a given educational level, at the time they were interviewed for the SYPE, respondents had different patterns of living with their parents. Females had a greater rate of unknown data on parents' education because they marry and change households at a younger age than males, and this phenomenon is not distributed equally across parents' education or other characteristics. The unknown category is largely composed of those who previously attended school.

<sup>19</sup> The category of read and write for parents' education was omitted because of the small sample size

**Figure 3.7.1 Mother's education, among respondents aged 10-29, by gender, Egypt, 2009**



Many young people live with parents who have low levels of education. A fourth (24.9%) of male respondents have an illiterate father and 43.7% an illiterate mother, while 17.1% of females have an illiterate father and a third (32.2%) an illiterate mother. Almost a third (30.7%) of all young people currently live in households where fathers completed at least preparatory education, and a fourth (24.6%) live with preparatory-educated mothers.

The vast majority of young people, if they achieve at least compulsory education, will be going beyond the level of education their parents received. While the prospect of the next generation being better educated than the last is exciting, these young people may need additional educational support, because they cannot receive academic assistance from their parents.

Parents' education plays a large role in educational level and track. Figure 3.7.3 and Figure 3.7.4 present the percent of young people aged 22-25<sup>20</sup> with a given father's or mother's education by the young people's own educational attainment.<sup>21</sup> Intergenerational educational mobility is especially visible within this group.

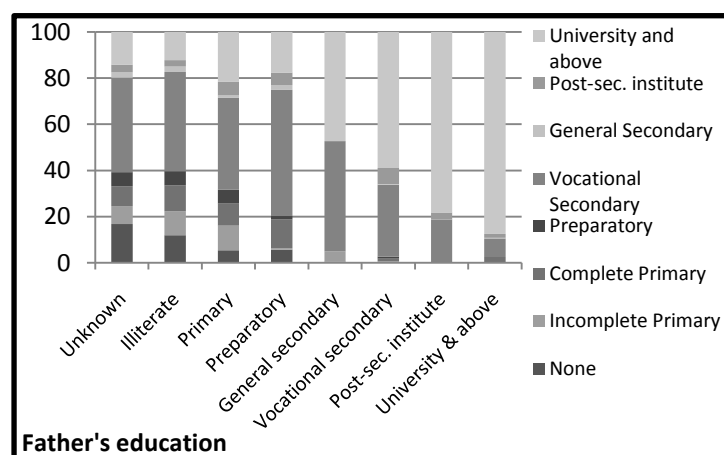
As Figure 3.7.3 and Figure 3.7.4 show, having a mother or father with low levels of education is closely tied with having never attended school. This is especially true for young women. However, having a mother or father whose educational data are unknown indicates an even greater likelihood a young person will never attend school (16.8% for father's data missing and 18.1 for mother's data missing among 22-25-year-olds).

<sup>20</sup> The 22-25-year-old age group was selected because they are the most likely to have entered or completed their final stage of education and are still likely to be living with parents. Because parental educational data were available only if parents were in the household, even in this age group 48.6% were missing data for father's education and 38.6% were missing data for mother's education.

<sup>21</sup> Young people who were currently attending a level—largely higher education—were combined with graduates of that level.



**Figure 3.7.3 Educational attainment of young people aged 22-25 by father's education, Egypt, 2009**



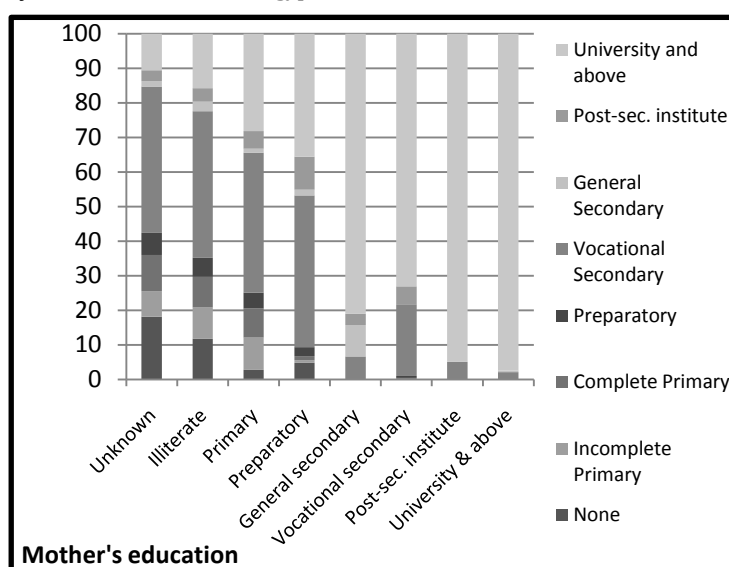
Young people are generally achieving higher levels of education than their parents. Around 60% of young people 22-25 with a mother or father who is illiterate or with missing education data are receiving a vocational secondary education, and in some cases a higher education. Around 40% of young people with parents who received less than a secondary education receive a vocational secondary education; approximately 20% receive a higher education. However, this leaves

around 30% receiving less than the compulsory preparatory education.

Also, there appears to be some upward educational mobility, as education expands, but very little corresponding downward mobility. For instance, 87.5% of young people aged 22-25 who have university-educated fathers and 97.4% of young people with university-educated mothers are themselves university educated.

While some of the young people with parents who have low levels of education are now receiving higher levels of education, young people with university-educated parents, especially mothers, are almost certain to receive a university education.

**Figure 3.7.4 Educational attainment of young people aged 22-25 by mother's education. Egypt, 2009**



Looking at all young people, not only those aged 22-25, the ones with better-educated parents are much more likely currently to be in school, while young people with less-educated parents are much more likely to have previously attended school but no longer attending. Mother's education appears to have a stronger relationship with current schooling than father's education. Young people with mothers who have attained at least a secondary education—of either type—are more likely to be currently in school than young people whose fathers have attained the same level of education. Having an educated mother may indicate a higher social class than having an educated father, because education was much more restricted among women in the parents' generations.

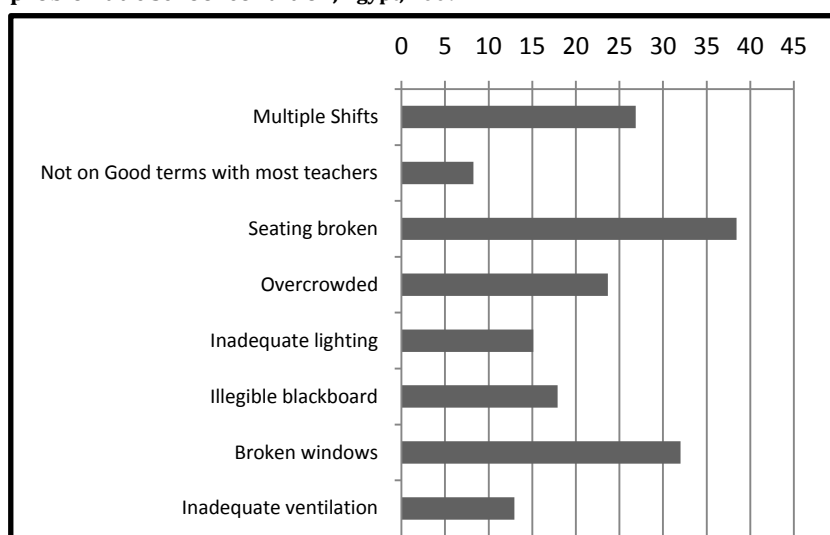
Parental education plays an important role in helping with schoolwork. When parents are poorly educated, it is difficult for them to support their children with schoolwork. Young

people with highly educated parents are much more likely to receive help and to have their educated parent as a source of assistance. As parental education incrementally increases, so does the percentage of young people receiving help in schoolwork from family members. When a parent is absent, young people are less likely to receive familial assistance.

### 3.8 SCHOOL QUALITY

The quality of education children receive in school shapes their cognitive and personal development, their lifelong health and job prospects, and the social and economic fabric of their communities. What makes a high-quality school is a hotly debated subject, made more difficult by the fact that a high quality school for one child may be a poor match for another child. In this section, we examine some of the inputs, facilities, and conditions that go into the schooling experience and indicate the quality of learning environment Egyptian young people experience.

**Figure 9 Percentage of current-secondary students aged 10-29 reporting problematic school condition, Egypt, 2009**



Young people currently attending primary through secondary school were asked whether a number of conditions could be found at their schools. Multiple shifts are a good proxy of the amount of school time students have. Previous research has found that schools with more than one shift average only 5 hours of instructional time, while schools with only one shift average 6.5 hours, and whether a school has multiple shifts has a

significant impact on educational outcomes. Relationships with teachers, overcrowding, and the physical conditions of the school are also measures of school quality that can shape young peoples' ability to learn (Lloyd et. al. 2003). Figure 3.8.1 displays the percent of young people who reported these conditions at their school—only current students in secondary school and below answered this question.

Primary and preparatory schools show very similar school conditions (see Appendix, Table A3.15 for conditions by background statistics). More than a fourth of young people in these levels have multiple shifts and a fourth of the classrooms are overcrowded. Broken seats and windows are found in a third of these young peoples' schools, while illegible blackboards, inadequate lighting, and ventilation are reported by 11.8% and 18% of young people in primary and preparatory schools, respectively. At the secondary level, there is a sharp contrast between school conditions in vocational and general secondary schools. Vocational schools have the worst school conditions in 6 out of the 8 qualities. General secondary schools have the better conditions in all 8 categories. A particularly sharp contrast exists in multiple shifts, which 33.9% of vocational secondary students, but only 12.9% of general secondary students experience.

Although there is not much difference in reporting between boys and girls, females report worse school conditions on 6 of the 8 measures. As well as having a 5% higher rate of multiple shifts, they are slightly more likely to be on poor terms with their teachers, 6.9% more girls than boys report overcrowding, and they also experience poor lighting, ventilation, and illegible blackboards more often.

School conditions do not vary much by residence, but more by regions. Upper Egypt has a particularly high rate of multiple shifts, and the Frontier governorates a low rate. Wealth, however, generally has a strong relationship with school conditions. Wealthier young people experience better school conditions. However, all these problematic school conditions persist, even among the wealthiest young people.

As well as measuring educational quality through school conditions, the SYPE collected data on school facilities and their use from young people who are currently in secondary school or below (all data in Appendix, Table A3.16). Most school facilities and activities, especially core facilities such as libraries and computer labs, are fairly widespread. For instance, 94.3% of young people attend schools with libraries, with only minor variation across school types and backgrounds and 91.0% of young people attend schools with computer labs. However, not all young people are using these facilities. Two-thirds of students (67.4%) with libraries in their schools have, in fact, visited or used the library. Important variations in utilization also exist across school types. Vocational secondary students have both worse facilities and less utilization. While 92% of general secondary schools have science labs, only 36.3% of vocational secondary schools do so, and while 72.4% of young people in general secondary school with science labs use them, only 53% of young people in vocational secondary school use the labs.

Only minor differences exist between males and females in use of school resources. If resources exist in their schools, females are usually slightly more likely to use them than males. Facilities are generally equally distributed between the sexes, with the exception of playgrounds, which are less likely to exist in females' schools, and field trips, which are more likely to occur in females' schools.

Strong urban/rural differences exist in both facility presence and use. Rural young people are less likely to have all of these facilities, and are less likely to have used all of them, except the playground. Rural young people are getting less exposure to important educational elements, such as computers and science laboratories, and are deprived of the support of clinics or the enrichment of music or field trips. While Upper Egypt and the Frontier governorates sometimes have fewer students with facility access and use, on most measures the different regions are similar, with the exception of the strong absence of clinics in Upper Egypt.

Wealth has a strong relationship with both the presence and use of facilities in a young people's schools. Whether clinics and music are offered shows a particularly strong gradient over wealth; poorer young people do not have the same access to health care or extracurricular activities as wealthier young people do. Poorer young people are also less likely to use existing facilities, although it is unclear if this is their choice or due to restricted access in these schools. Wealthier students are particularly more likely than poorer students to use the library or computer lab.

Overall, the quality of education young people are receiving is closely related to their backgrounds. Poorer young people, and young people who are tracked into vocational secondary school reported a lower quality of education than wealthier and general-secondary young people.

### **3.9 VOCATIONAL EDUCATION**

Vocational schooling is designed to deliver practical, labor-market-relevant education to young people tracked away from general secondary school and university due to their lower test scores. The issue of vocational schooling is particularly important because 37.2% of Egyptian young people aged 25-29 (who, we can assume, have at least entered their final educational stage) are vocational secondary graduates, that is, nearly two in every five young people have vocational secondary education. The SYPE collected data on vocational secondary education in Egypt, looking at types of school, practical hands-on experience, labor-market relevance, and vocational training enhancement programs (see data by background characteristics in Appendix Table A3.17).

There are five different types of vocational secondary schooling—industrial, commercial, agricultural, tourism/hospitality, and nursing. Most vocational students, (53.0%), are in industrial schools; 33.0% are in commercial, 10.3% in agricultural, 2.3% in tourism and 1.4% in nursing programs. Strong differences in type exist by sex; young women are much less likely than young men to be in industrial (36.4% vs. 63.1% of males) or agricultural (5.5% vs. 13.2%) types of schooling; young women constitute 100% of nursing students, and more than half (52.6%) are on the commercial track. Urban young people tend towards the industrial track, while those living in informal urban housing are more frequently on the commercial track. Rural young people are more likely to be on the agricultural track. Similar patterns can be found across regions, with Upper Egypt having a particularly high rate of agriculture. Almost two-thirds (63.2%) of the young people in the labor force are in industrial schools and a fifth (22.5%) are in commercial schools. This has gender implications, because females are more represented in commercial vocational education than in industrial school.

Wealth is closely tied to type of vocational schooling. The poorest young people are least likely to be in industrial (39.6%), tourism/hospitality (1.3%) or nursing (0%) and most likely to be in commercial (37.1%) and agricultural (22.1%) vocational schools. Enrollment in agricultural school has a negative association with wealth, whereby the poorer the young person, is, the more likely he/she will be studying agriculture compared to students in other wealth quintiles. Conversely, the richer the young person, the more likely he/she will study tourism/hospitality or nursing compared to those in the other four wealth quintiles.

While the percent of young people reporting hands-on experience is higher in the current industrial cohort than all types of past experience, 82.4% of young people are receiving practical hands-on experience. More males than females currently enrolled in industrial schools reported receiving hands-on experience. The gender pattern was the same among young people who previously had vocational education.

Moreover, while 64.5% of young people currently attending industrial school think that their education reflects current labor-market needs, only 55.8% of young people who

attended vocational schools in the past and who have tried to enter the labor market reported that their education reflects current labor-market needs. Although young people who have previously received a vocational education and are now in the labor force have had more hands-on experience, only half of them (49.8%) think their education was relevant to the labor-market needs. This suggests a gap between the usefulness or relevance of vocational education as perceived by students and reality as experienced by graduates.

More females than males in both groups think that their training reflects current labor-market needs. Among males who had vocational education in the past and have tried to enter the labor market, less than half (47.2%) reported that their training reflected market needs.

Variations in the perception of relevance of vocational education exist by residence and region. A lower proportion of urban young people reported practical hands-on training (78.3%) compared to rural young people (83.1%) and youth residing in informal urban areas (92.3%). The residential variation in practical training was much less among young people with past vocational education than among current students.

Regional variations are wider, ranging from 69.0% of young people reporting practical training in the Frontier governorates to 95.0% in urban Lower Egypt. Vocational schools in Lower Egypt also appear to be consistently better not only at delivering more hands-on training but also in meeting market needs and providing vocational training-enhancement programs. Other regions vary in the relevance of their vocational education and features, but the Frontier governorates appear to have particularly low relevance of vocational secondary education.

Wealth does not appear to have a clear or strong relationship with young people's perceptions about the relevance of vocational education. The clearest relationship is that the poorest young people report their education is more poorly matched to labor-market needs than wealthy young people report, among young people who have attended in the past and have a basis for opinion.

Vocational secondary education is where more than half of the young people who enter secondary school are tracked. Generally from poorer backgrounds, these young people may also be receiving a poorer education. In addition to the school-quality information, vocational schooling information indicates that young people find their education to be poorly aligned with the requirements of labor market, and, for a hands-on training track, insufficiently hands-on. While vocational training-enhancement programs (VTE) exist and are possibly growing, it is not clear that they are improving the quality of education.

### **3.10 HIGHER EDUCATION**

Higher education in Egypt consists primarily of universities, but there are also two-year and four-year post-secondary institutes.

#### **Post-secondary Institutes**

Two percent of Egypt's young people are either currently attending post-secondary institutes, or have previously attended one. Although it is extremely rare for young people from vocational education to continue on to university. About half of post-secondary

institute students come from the vocational secondary track. Young people were asked about the conditions they experienced at post-secondary institutes (see data by background characteristics in full in the Appendix Table A3.18). These included questions regarding physical conditions, learning inputs (mainly teachers, books), and student-support programs such as career services.

Overall young people in post-secondary institutes reported satisfactory conditions. However, between 8.9% and 16.8% reported problems such as broken and not enough seating, inadequate lighting and ventilation, inaudible instructors, and illegible blackboards. In terms of inputs, a fifth (20.8%) of students reported unavailability of books, and more than a fourth (26.3%) reported that books were expensive. As for teaching, the most important educational input, more than 80% of young people liked their instructors and 71.7% found them accessible. Three-fourths think professors are respectful and 8.5% reported that professors swear. However, only a fourth (24.5%) said there was time for discussion in the classroom. A fifth of students (20.9%) reported that they cannot file a complaint regarding any problem.

In terms of student support, a fifth (20.7%) reported that tutoring was common. Almost a third (29.6) said career services are provided, and 26.5% said they discuss careers. Nonetheless, 56.6% of young people in post-secondary institutes feel their education is preparing them for the labor market.

<b>Table 3.10.1 Post-Secondary Institute Facilities, Egypt, 2009</b>						
<b>Percentage of young people (both current and former attendees) reporting facility exists, and if exists, is used, by gender, residence region, and wealth quintile, Egypt, 2009</b>						
<b>Characteristic</b>	<b>Library</b>		<b>Computer lab</b>		<b>Science lab</b>	
	<b>Exists</b>	<b>Used</b>	<b>Exists</b>	<b>Used</b>	<b>Exists</b>	<b>Used</b>
<b>Sex</b>						
Males	86.1	51.0	89.3	61.1	19.9	56.4
Females	83.7	60.2	85.6	70.6	14.0	60.5
<b>Residence</b>						
Urban	83.1	49.8	90.3	67.0	8.7	55.8
Rural	85.8	58.1	84.8	64.0	22.4	53.3
Informal urban areas	87.3	59.5	92.3	66.6	19.6	86.6
<b>Region</b>						
Urban governorates	83.7	50.7	90.7	63.4	8.2	49.7
Lower Egypt	88.0	69.1	85.7	68.7	24.6	70.2
Urban	86.6	55.5	91.0	72.8	21.9	85.9
Rural	88.6	74.4	83.6	67.0	25.7	64.9
Upper Egypt	81.0	32.6	87.2	61.0	14.6	26.2
Urban	78.5	49.1	89.8	70.1	0.0	
Rural	81.5	29.3	86.7	59.1	17.5	26.2
Frontier Governorates	81.8	71.7	87.7	92.5	8.1	20.0
<b>Wealth quintile</b>						
Lowest	64.3	59.5	69.4	69.0	5.4	0.0
Second	88.1	55.7	92.2	55.5	17.0	60.4
Middle	90.5	55.2	84.0	69.7	26.6	36.3
Fourth	90.2	49.9	92.1	60.3	15.6	76.2
Highest	77.3	62.4	86.1	75.1	14.9	65.7
<b>Total</b>	85.0	55.3	87.6	65.4	17.1	58.0
<b>Number of youth</b>	330	277	330	288	330	53

There are variations by sex, residence, region, and wealth. Across the board in post-secondary institutes, females reported poorer conditions, with the exception of being prepared for the labor market. Particularly troubling is that 65.5% of female post-secondary students reported that professors are respectful compared to 84.7% of males, which could suggest a gender bias or harassment in the way professors interact with female students. Rural young people generally reported better conditions than their urban or informal urban housing peers. Young people in urban governorates and Upper Egypt feel unprepared for the labor market—only 47.5 and 34.7% reported that they feel their education prepares them for the labor market. Discussion time and career support are particularly limited in Upper Egypt, as well. The relationship between post-secondary institutes and wealth is mixed; better conditions are sometimes reported by poorer young people, and sometimes by richer young people.

In addition to questions about their school conditions, post-secondary institute attendees were asked about the facilities they were offered and had used at school. Table 3.10.1 presents the percent of young people reporting the existence and use of different school facilities.

While some facilities exist in a large number of post-secondary institutes, they are not often used by students. For example, 85% of young people who attended post-secondary institutes reported they have a library, and only 55.3% of those in institutes with libraries have used them. Similarly, 87.6% of young people who attended post-secondary institutes report they had use of a computer lab, but only 65.4% of these young people used it. Science labs are reported to exist by only 17.1% of students, and only 58% of those have used them. Taken together, these findings mean that about half of the young people attending post-secondary institutes have used libraries or computer labs, and only a tenth have used a science lab.

Observing patterns by sex, residence, and region shows greater variation. For example, females generally report a lower level of facility existence, but a higher rate of use. Students living in informal urban housing who attended post-secondary institutes tend to report the highest existence and use of facilities, while rural young people reported being offered fewer computer labs, and urban young people reported fewer science labs. Regional variation on most measures is limited, although students in Upper Egypt underutilize libraries, and in both the Frontier governorates and Upper Egypt students underutilize science labs. While facilities and use are low among students in the poorest quintile compared to those in the other four quintiles, there is no clear gradation across the other quintiles. Generally, there is consistent under-resourcing and underutilization of post-secondary institute facilities.

## **Universities**

While some young people attend post-secondary institutes for their higher education, the majority of young people receive their higher education at universities. These young people are almost entirely graduates of general secondary school; they reside in urban areas, and belong to the upper wealth quintiles. Among the 25-29-year-old Egyptians (who can be expected to have entered their final stage of education), 19.9%, or one in five, are attending or have completed university or post-graduate education, making them a large and important academic group.

Egyptian universities are divided into a number of different faculties. Table 3.10.2 presents an aggregated measurement of the distribution of young people across faculties.<sup>22</sup> Four faculty types dominate university education. A fourth (23.9%) of students is enrolled in economics and commerce, 16.0% in law, 15.0% in engineering and computers, and 14.3% in arts and communication. There are differences by sex whereby arts and communication have the highest percentage of females (27.8% vs. 14.3% of males) and economics and commerce has the highest percent of males (23.9%) vs. 17.6% of females). Education also seems to be a female field (14.9% of females compared to 9.0% of males). Conversely, engineering and computers is more often a male field (15.0% of males vs. 4.2% of females attending). The percentage of females who are studying medicine (8.5%) is greater than the percentage of males (5.0%) studying this subject.

There are variations by residence, region, and wealth in the faculties that young people attend. For example the largest share of urban young people attends economics, arts and engineering, while rural young people attend arts, economics and education. Young people living in the urban governorates are mostly studying economics, and commerce (29.0%), and those in Upper Egypt are studying arts and religion. As for wealth, a third of young people from the poorest quintile are studying religion (31.0%), 16.2% law, and 10% education. A fourth of the middle class study education (22.1%). Young people from the fourth quintile study mainly economics, arts, engineering, and medicine. The richest young people study mainly economics and commerce, arts, and communication.

University students were asked about the conditions they experienced at university (see full data by background characteristics in the Appendix, Table A3.19). These conditions indicate the quality of educational inputs in terms of teaching staff (professors), learning material, time of in-class discussion, and career services. The teacher is the most important input in any education system. Most of the young people enrolled in university (87.1%) like their instructors and find them accessible (77.7%). While three-fourths (77.6%) find their professors respectful, 11.4% reported that professors swear during the class. Only a fourth (27.7%) reported that there was time for discussion during classes. About a fifth (21.1%) of university students reported they are not able to report any complaints to school authorities. About a fourth (24.2%) reported that tutoring was very common.

In terms of physical conditions of the classroom, between 8.2% and 17.8% of students reported the following poor conditions; broken and insufficient seats, inadequate lighting, inadequate ventilation, inaudible instructors, and illegible blackboards. Availability of school material was also an issue whereby a fourth of students (25.5%) reported the unavailability of books, and 38.3% reported that books are too expensive. A similar proportion reported that career discussions with students or career services are offered to

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<sup>22</sup> There are 43 faculty types that we aggregated into 11 categories: education (education, physical education, qualitative education, industrial education, kindergarten, music education, art education); religion (Islamic studies, Muslim girls' college, theology, Dar Al Uloom,); social work/humanities (home economics, social work, worker's university, human and social studies); engineering/computer science (urban planning/engineering; applied art, computer science, computing and information); arts/mass communication (arts, mass communication, archaeology, fine arts, languages and translation, arabic language); economics/commerce (tourism/hotels, commerce, economics and political science, management and economics); law (law and legal studies; Islamic law); agriculture; medicine (medicine, pharmacy, dentistry, veterinary medicine ); science and health (science, physical therapy, nursing, higher institute of health); military/police(military college, naval academy, police academy).



students. About two-thirds (65.2%) of young people reported they feel prepared for the labor market by their university education.

**Table 3.10.2 Percentage distribution of young people, according to selected sociodemographic characteristics, by university faculty types, Egypt, 2009**

Characteristic	Education	Religion	Law	Arts/ mass communication	Economics/ commerce	Social work/ humanities	Engineering/ computer science	Medicine	Agriculture	Sciences and health	Military/ police	Total
<b>Sex</b>												
Males	9.0	7.2	16.0	14.3	23.9	3.5	15.0	5.0	1.0	2.3	2.9	100.0
Females	14.9	7.7	9.0	27.8	17.6	3.9	4.2	8.5	2.0	3.6	0.8	100.0
<b>Marital status</b>												
Never married	11.4	7.4	12.8	20.6	21.1	3.7	10.1	6.6	1.5	2.9	2.0	100.0
Ever married	50.8	9.3	9.8	0.0	9.2	0.0	10.4	10.5	0.0	0.0	0.0	100.0
<b>Residence</b>												
Urban	7.8	3.1	12.5	17.4	23.9	5.7	13.7	7.9	1.5	3.6	2.9	100.0
Rural	16.1	12.7	13.4	23.2	17.2	1.8	6.7	4.3	1.0	2.5	1.1	100.0
Informal urban	12.9	7.3	11.6	24.4	21.7	1.7	5.9	9.5	3.2	0.9	0.9	100.0
<b>Region</b>												
Urban gov.	6.3	2.5	13.8	16.9	29.0	4.8	11.1	6.6	1.1	3.6	4.4	100.0
Lower Egypt	14.6	6.9	12.2	22.3	18.7	1.5	11.4	7.6	1.0	2.6	1.2	100.0
Urban Lower	11.3	3.7	11.8	20.6	20.6	2.1	15.2	11.3	1.2	1.6	0.6	100.0
Rural Lower	16.8	9.0	12.5	23.5	17.4	1.2	8.8	5.1	0.8	3.3	1.6	100.0
Upper Egypt	13.3	16.0	12.5	22.1	13.4	6.5	6.2	4.7	3.0	2.4	0.0	100.0
Urban Upper	10.4	9.2	8.0	21.8	8.4	12.2	12.1	7.8	5.6	4.7	0.0	100.0
Rural Upper	15.0	20.2	15.2	22.3	16.4	3.0	2.6	2.9	1.4	1.0	0.0	100.0
Frontier gov.	19.8	5.6	14.4	14.3	29.8	5.5	1.7	3.8	1.7	3.5	0.0	100.0
<b>Wealth quintile</b>												
Lowest	10.2	31.0	16.2	14.9	14.1	2.0	0.0	0.0	6.7	4.9	0.0	100.0
Second	20.2	16.5	11.5	20.5	18.6	6.5	2.8	0.0	2.3	1.2	0.0	100.0
Middle	22.1	13.8	16.4	17.3	17.3	2.4	3.8	3.2	0.0	2.2	1.5	100.0
Fourth	13.6	7.0	15.1	24.3	18.2	5.4	7.5	4.7	0.7	3.6	0.0	100.0
Highest	5.9	1.6	10.2	19.9	24.9	2.8	15.9	10.7	1.7	2.8	3.7	100.0
Total	11.7	7.4	12.8	20.5	21.0	3.7	10.1	6.6	1.5	2.9	1.9	100.0
<b>Number of respondents</b>	98	62	104	172	183	33	84	63	14	28	17	858

Females generally reported poorer conditions and worse experiences than males, especially poor physical conditions and difficulty with books. Also, fewer young women attending university reported that professors were respectful—68.2%, compared to 85.9% of young men. Residence and university experience showed no strong pattern. Regionally, however, Upper Egyptian young people generally reported a lack of discussion time, career discussions or services, and they felt less prepared for the labor market. Wealth also lacked a clear or strong relationship with conditions. While wealth plays an enormous role in

university access, it does not appear to affect the conditions young people experience and perceive at university.

Table 3.10.3 presents information about university facilities and whether university students were introduced to the library and research methods.

Almost all young people (98.2%), reported that their university has a library. However, only 79.4% of young people with access to libraries had used the facility. Existence of computer labs were less frequently reported—only 79.1% of university young people reported access to a computer lab, and use was low, at only 62.4%. Only 23.5% of young people reported attending a university with a science lab, and only 57.1% of young people with a science lab had used it. Some 60.1% of young people reported that they had been introduced to the library and the skills for researching a topic. Research skills are crucial in a contemporary knowledge economy, but only three in five university students have these skills.

<b>Table 3.10.3 University Facilities</b> <b>Percent of young people (both current and former attendees) reporting facility exists, and if exists, is used, according to sex, residence region, and wealth, Egypt, 2009</b>							
<b>Characteristic</b>	<b>Library</b>		<b>Computer Lab</b>		<b>Science lab</b>		<b>Introduced to library and researching</b>
	<b>Exists</b>	<b>Used</b>	<b>Exists</b>	<b>Used</b>	<b>Exists</b>	<b>Used</b>	
<b>Sex</b>							
Males	98.8	76.5	79.4	60.9	20.7	63.8	62.8
Females	97.5	82.6	78.8	64.1	26.7	51.2	56.9
<b>Residence</b>							
Urban	98.2	78.6	83.9	66.6	27.2	61.9	61.4
Rural	98.2	79.0	72.6	57.7	19.3	49.5	58.1
Informal urban	98.1	83.8	81.7	59.2	22.8	56.0	61.6
<b>Region</b>							
Urban Gov.	98.4	77.0	85.1	66.3	25.8	57.1	64.1
Lower Egypt	97.6	81.2	76.6	63.2	23.5	57.3	64.5
Urban	97.9	83.5	83.7	62.7	25.1	63.3	64.2
Rural	97.4	79.6	71.8	63.7	22.4	52.7	64.7
Upper Egypt	99.2	79.1	74.9	52.7	20.1	57.2	43.5
Urban	98.2	81.5	75.9	65.0	32.5	70.1	41.7
Rural	99.7	77.8	74.4	45.7	13.3	39.6	44.4
Frontier Gov.	97.1	80.2	75.0	81.6	22.1	43.5	71.2
<b>Wealth quintile</b>							
Lowest	100.0	76.5	76.8	49.8	11.6	70.4	46.6
Second	98.8	77.8	68.7	54.2	15.7	39.7	51.7
Middle	98.0	81.4	73.3	56.6	18.0	48.9	60.9
Fourth	96.6	77.5	75.8	59.8	22.6	52.4	58.4
Highest	98.9	80.2	84.5	67.3	28.1	61.9	63.3
<b>Total</b>	98.2	79.4	79.1	62.4	23.5	57.1	60.1
<b>Number of youth</b>	2,110	2,071	2,110	1,689	2,110	506	2,108

Gender differences are small. While females have higher use rates of libraries and computer labs, they have lower use rates of science labs and are slightly less likely to have been introduced to the library and research methods. Rural young people are less likely to

have computer or science labs, or to use them when they have them. In rural Upper Egypt universities rarely have science labs, and they are seldom used. Especially low research/library skills are pervasive throughout Upper Egypt (43.5%). Wealthier young people are more likely to have science labs at their university, use computer labs, and receive an introduction to library and research skills. Poorer young people are missing out on critical job skills.

### 3.11 EARLY CHILDHOOD EDUCATION

Increasing numbers of young people are attending pre-schools or kindergartens (early childhood care and education or ECCE). The pre-school or kindergarten system is generally separate from the rest of the traditional educational system. Half of pre-schools are run by NGOs, most of the rest are private, and a small number (~3%) are government facilities). Even in government schools, parents usually have to pay for ECCE, with fees averaging 120LE (UNESCO IBE 2006).

Figure 3.11.1 presents the three-year moving average for past pre-school enrollments by sex and current age. The percent of young people who attended preschool has been increasing, with rates rising at the point when young people were around 20 or younger in 2009. Younger age groups also show greater gender parity. While older females show a large gap in preschool enrollment rates when compared to older males, among the very youngest rates are approaching gender parity.

Figure 3.11.1 Three year moving average for pre-school enrollment rates by gender and age, Egypt, 2009

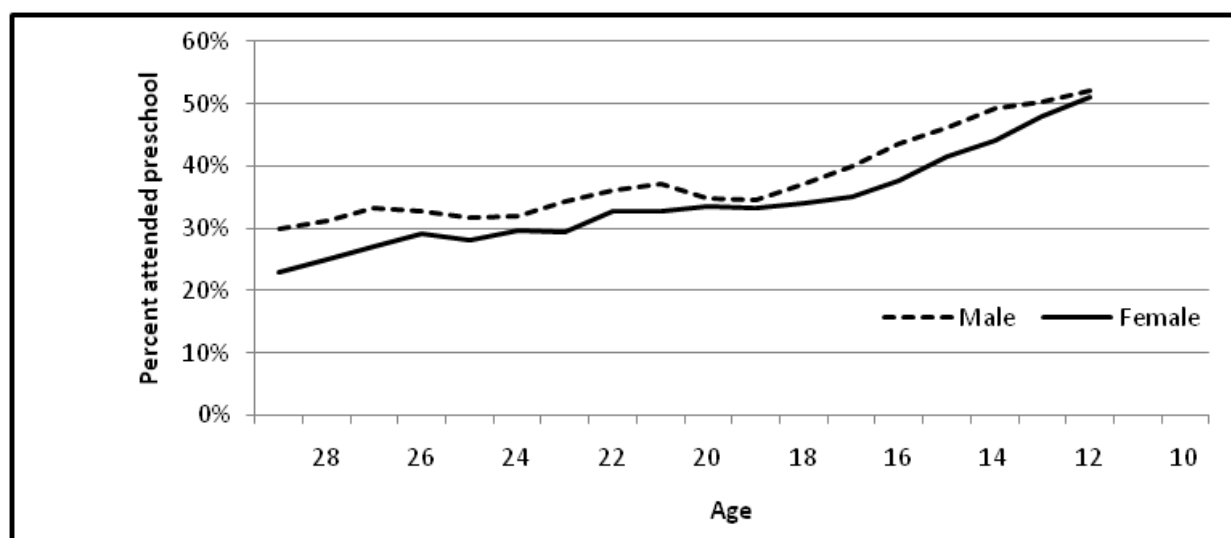


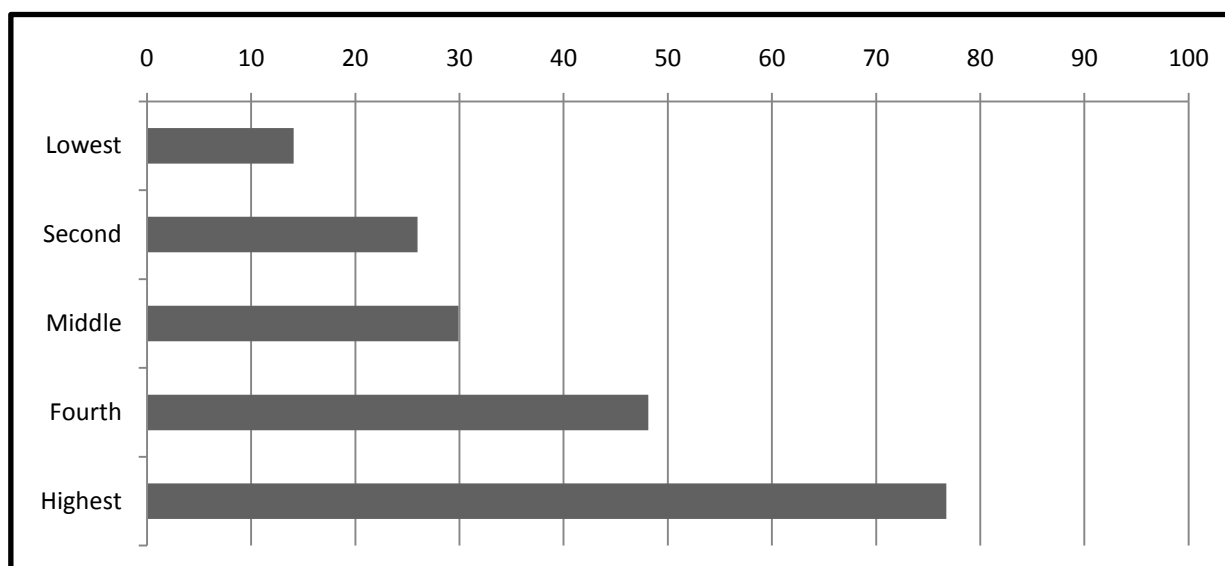
Table 3.11.1 presents the percent of young people who attended pre-school by residence 32% of females as opposed to 39.3% of males have done so. Enrollment in preschool is increasing over time; 49.5% of 10-14-year-olds have attended a preschool program, while only 28.2% of 25-29- year-olds have done so.

<b>Table 3.11.1 Pre-school attendance</b> Percent distribution of young people by pre-school attendance, according to education level, age group, sex, residence, region, and wealth, Egypt, 2009	
<b>Residence</b>	
Urban	55.6
Rural	24.9
Informal urban	53.7
<b>Region</b>	
Urban governorates	71.1
Lower Egypt	36.9
Urban	45.7
Rural	34.1
Upper Egypt	16.9
Urban	30.9
Rural	13.9
Frontier governorates	27.8
<b>Total</b>	<b>35.5</b>

Sharp differences by residence exist in ECCE. Urban and informal urban residences have 55.6% and 53.7% ECCE past enrollment among young people, while in rural areas only 24.9% of young people have previously attended pre-school. These differences are even sharper along regional lines, where 71.1% of young people in urban governorates attended pre-school, but only a third of young people in Lower Egypt and 16.9% of young people in Upper Egypt did so. While ECCE has been expanding rapidly in Egypt, those areas, such as Upper Egypt, with the greatest poverty and educational need also have the least access (UNESCO IBE 2006).

Figure 3.11.2 shows that wealth has the most dramatic relationship with ECCE enrollment, which may indicate that finances are frequently a barrier to enrollment. Only 14.1% of the young people from the poorest wealth quintile—the young people who would most benefit from ECCE—have attended pre-school. While enrollments are higher in the middle three wealth quintiles, they jump dramatically, from 48.1% in the fourth quintile to 76.7% in the fifth. A young person from the highest wealth quintile is five times more likely to have attended ECCE than one from the poorest quintile.

**Figure 3.11.2 Percentage of young people who attended preschool by wealth quintile, Egypt, 2009**



### 3.12 LITERACY CLASSES

The sizeable, and largely poor, rural (especially Upper Egyptian) and female population that has never attended school is, at this point, mostly too old to return to school. This illiterate and uneducated population has many years of potentially productive life, as well as the role of bringing up the next generation of young people. Therefore, it is particularly important to connect them to non-formal education, such as literacy classes and the productive social and health benefits they offer. Table 3.12.1 shows the percentage of young people who have never attended school that attends literacy classes by background characteristics.

<b>Table 3.12.1 Literacy classes</b>	
<b>Percentage of young people who never attended school and who attended literacy classes, by gender, age group, residence, region, employment status, and wealth, ages 10-29, Egypt 2009</b>	
<b>Characteristic</b>	<b>Ever attended literacy classes</b>
Sex	
Males	6.6
Females	26.4
Age group	
10-14	27.0
15-17	33.9
18-24	21.2
25-29	18.6
Residence	
Urban	19.5
Rural	22.7
Informal urban	16.3
Region	
Urban governorates	20.0
Lower Egypt	14.7
Urban	1.5
Rural	15.0
Upper Egypt	26.7
Urban	20.8
Rural	27.3
Frontier governorates	4.1
Employment status	
In labor force	14.8
Out of labor force	23.9
Wealth quintile	
Lowest	22.8
Second	21.7
Middle	21.0
Fourth	16.9
Highest	23.2
Total	22.0
Number of respondents	1,165

Almost a fourth (22.0%) of young people who never attended school have attended literacy classes (6.6% of males and 26.4% of females). Mainly those in the younger age group have attended literacy classes although they constitute a much smaller proportion of illiterate young people and those who have never attended school. Rural young people who never attended school are more likely to have attended literacy classes than informal urban or urban young people (22.7% vs. 19.3% urban and 16.3% informal urban), which indicates that literacy classes are readily available in the rural areas where illiteracy is widespread.

Observing young people's attendance of literacy classes by region shows low attendance in urban Lower Egypt and lower than average attendance in rural Lower Egypt. The Frontier governorates—with a sizeable population of young people who have never attended school (8.5% of males and 18% of females) have a low rate of attendance at literacy classes (4.1%) as well. Upper Egypt, which has the largest population of young people who never attended school, has the highest rates of attendance at literacy classes—26.7%. As expected, those in the labor force have a lower rate of attendance (14.8%) than those out of the labor force (23.9%). Although the composition of young

people who have never attended school is strongly skewed towards the poor, attendance is similar across wealth quintiles.

Literacy classes are not all the same; young people attend different types of literacy classes, for different lengths of time, and with different outcomes. Most young people who attend literacy classes do so at one-classroom schools (56.0%), or at classes run by NGO programs (17.8%), community schools (10.5%), and girl-friendly schools (1.3%); the remainder of respondents (14.3%) do not know the type of program or school where they attend a literacy class. Although the average number of months for literacy training that young people attend is 11.5, this figure is skewed because a small sub-population attends for a long time; the median number of months for those who attend is five.

Table 3.12.2 presents the outcomes of these literacy classes. A fourth (26.6%) of those young people who never attended school but attended literacy classes can read a newspaper compared to 0.8% of those who neither attended school nor literacy classes.

<b>Table 3.12.2 Literacy class results</b> Percent of young people who never attended school and who are able to read a newspaper or write a letter by literacy class attendance, Egypt 2009			
<b>Ability</b>	<b>Attended literacy classes</b>	<b>Did not attend literacy classes</b>	<b>Total never attended school</b>
<b>Read a newspaper article</b>			
Yes	26.6	0.8	6.4
No	73.4	99.2	93.6
Total	100.0	100.0	100.0
<b>Write a letter</b>			
Yes	17.1	0.4	4.0
No	82.9	99.6	96.0
Total	100.0	100.0	100.0
<b>Number of youth</b>	245	920	1,165

Some 93.6% of young people who never attended school cannot read a newspaper article. Reading literacy also does not necessarily correspond to the ability to communicate in writing. Only 17.1% of young people who attended literacy classes reported that they can write a letter. While vastly better than the 0.4% of young people who never attended school or literacy classes, this percent also shows wastage in resources and time for the median of five months of learning. It also shows that 96% of the never-attending population is unable to write a letter. Moreover, while the SYPE inquired about literacy classes only among those who never attended school, a substantial population of young people have dropped out of school early and may also be in need of support to achieve literacy.

### 3.13 CONCLUSION

Access to education in Egypt is improving with higher attendance rates and smaller gender gaps. Nonetheless, 2.1 million young people are out of school, mainly females living in rural areas. Socioeconomic reasons keep these young people out of school, mainly high out-of-pocket costs and cultural norms, especially for females. Literacy classes offer a second chance for those young people who did not have the opportunity for schooling, however, less than a fourth of them benefit from these classes. Among those who do attend literacy

classes only a fourth are able to read a newspaper, and only 17 percent can write a letter. This reflects a very low rate of efficiency for literacy classes and a large waste of resources.

The internal efficiency of the education system as a whole is low, with high absenteeism, repetition, and dropout rates. This inefficiency is also reflective of poor learning environments with multiple shifts, poor classroom environments with overcrowding, poor lighting and ventilation, and broken or inadequate classroom furniture. Conditions are particularly poor in vocational schools. However, even where there are facilities in schools such as libraries and labs, students' use of them is infrequent. Learning outcomes reflect these environments, with low completion rates and test scores, especially for young people living in rural areas and those from the poorer households. Two phenomena related to learning outcomes are cheating and tutoring. That two-thirds of young people reportedly have cheated during an exam and that half of young people seek out-of-school support in the form of tutoring and group classes indicate serious gaps in the education system and its quality.

Early childhood education is spreading; increasing numbers of young people attend pre-school. This increase should have a positive effect on learning in preparing children to enter the formal school system. Currently, mainly urban young people from richer households benefit from early childhood education, and a greater effort must be made to provide more universal access.

Higher education is a privilege of urban and richer young people. In terms of conditions, for the most part students of post-secondary and university institutions reported satisfactory conditions; however, less than 60 percent believe their education prepares them for the labor market. Most Egyptians attending university are studying liberal arts subjects, and less than 20 percent are enrolled in science faculties (engineering, medicine, science, and health studies). The majority study arts, economics, and commerce. A greater percentage of young women are in education, arts, medicine, and science/health studies. Young people from poorer households represent a smaller proportion of university students; they tend to be enrolled in religion and law faculties. Faculties of engineering, economics and commerce show a clear positive relationship with wealth; a larger percentage of the richest quintile have the largest proportion of students within these faculties.

There is much that needs to be done to improve access and quality of education in Egypt. In This chapter presents the general indicators that greater in-depth analysis can expand with important information to help develop targeted policies and programs to improve learning outcomes for Egypt's young people.

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## **Chapter 4 EMPLOYMENT**

### **4.1 INTRODUCTION**

As young people begin to enter the labor force, Egypt is faced with the demographic opportunity of a growing working-age population, and at the same time, the challenge of integrating large cohorts of young people into the labor market. Although some of the largest youth cohorts have already reached working age and unemployment rates have declined since the late 1990s (Assaad 2007), continued monitoring of labor-market conditions as the youth bulge ages is critical for several reasons. Recent analyses have indicated that unemployment in Egypt is largely a problem of the entry of the young into the labor market (Assaad 2007; 2009). Hence, it is important to track these cohorts to see not only if and how rapidly they are being absorbed into the labor market, but also what kinds of outcomes they are achieving. A large proportion of the young end up with low-quality jobs and wages that are insufficient for starting families and completing their transition to adulthood. Poor labor-market outcomes thus contribute to broader process of social exclusion (Assaad and Barsoum 2007; Assaad et al. 2009). The youth-employment challenge stands at the top of the policy agenda.

Additionally, a new labor law was enacted in 2003 that was expected to have led to greater formalization of employment. It would be interesting to investigate the effect of this law using the data from the SYPE. The main focus of this chapter is, therefore, working youth aged 15-29.

### **4.2 LABOR-FORCE PARTICIPATION**

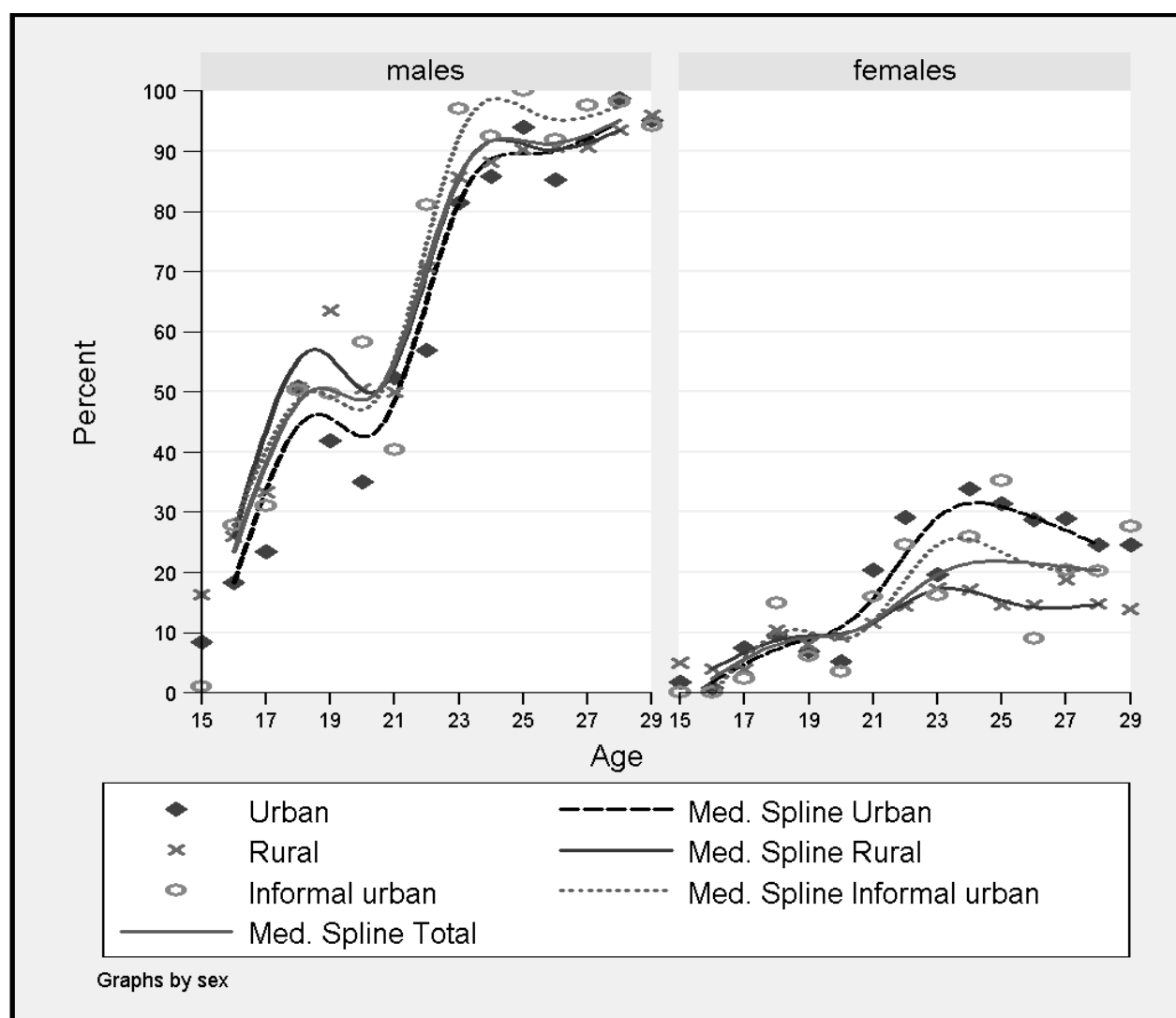
Throughout the report we focus on market work, that is, economic activity engaged in for the purpose of market exchange or seeking such work.

The labor-force participation rate among young people aged 15-29 is 37.9%. Participation among females is strikingly low, at just 13.4% of all female youth. Among male youth, in contrast, 61.4% are in the labor force.<sup>23</sup> Breaking these figures down by age and residence, in Figure , we see that, as expected, participation increases dramatically among males as they get older; they become much more likely to participate in the labor force when they are past school age. For female youth, however, participation remains below 20% for all age groups, indicating that even after they finish school, many females are not entering the labor force. Even among those who are not in school only 17.6% of female youth aged 15-29 are economically active. This is approximately one-fifth the rate of activity among non-student males (86.3%). Female youth aged 25-29 in particular are much less likely than their male peers to be economically active. The residence breakdown shows that while rural and informal urban males have higher rates of activity than urban males, rural females have lower rates of activity than urban females.

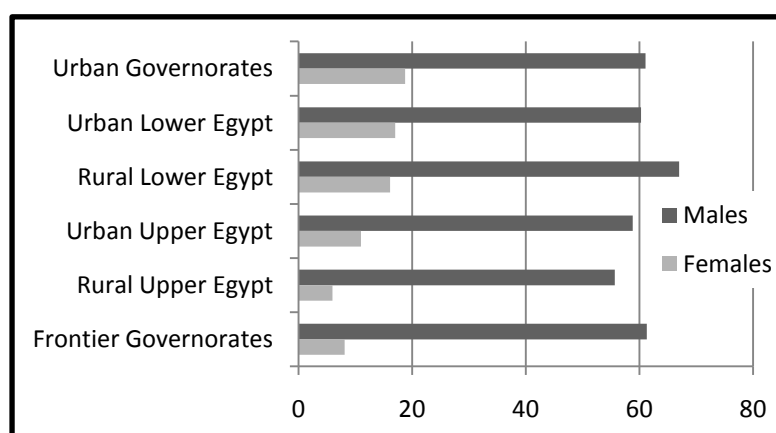
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<sup>23</sup> Throughout this report, when we discuss labor-force participation, we are using the standard definition of participation, based on standard unemployment. See the unemployment section for a discussion of unemployment definitions.

**Figure 4.2.1 Median splines of standard labor-force participation, by sex and residence among respondent aged 15-29, Egypt, 2009**



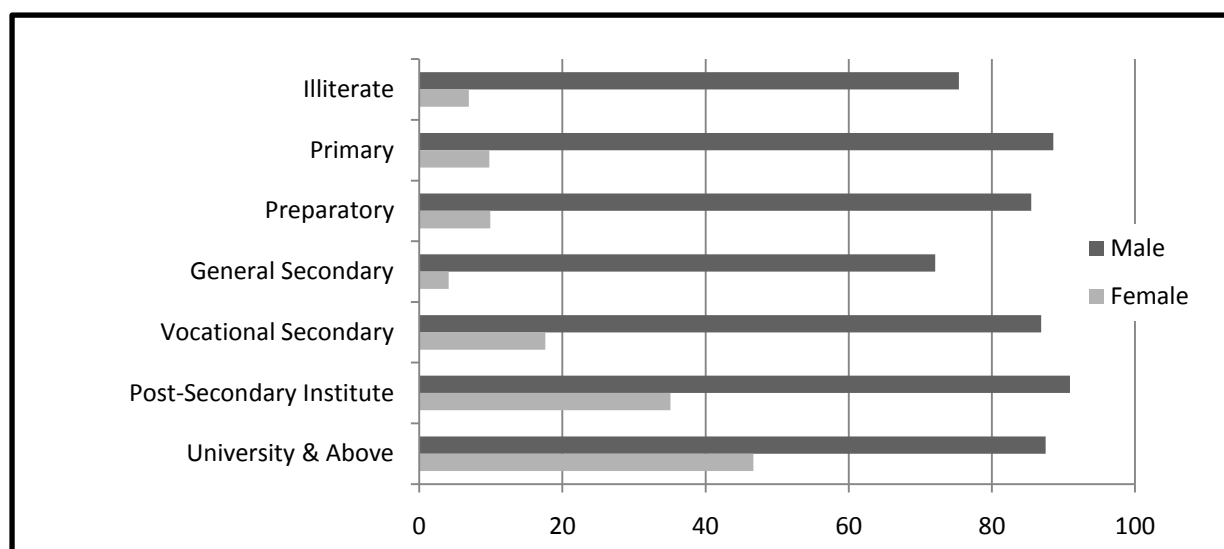
**Figure 4.2.2 Labor force participation, by sex and region among respondents aged 15-29, Egypt, 2009**



Although the rate of female activity is low everywhere, females are least likely to be economically active in rural Upper Egypt and the Frontier governorates, where only 6.0% and 8.1%, respectively, of females participate in the labor force (see Figure 4.2.2).

Because many young people are currently in a non-final stage of education, we focus on education and labor-force participation among non-students (see Figure 4.2.3).

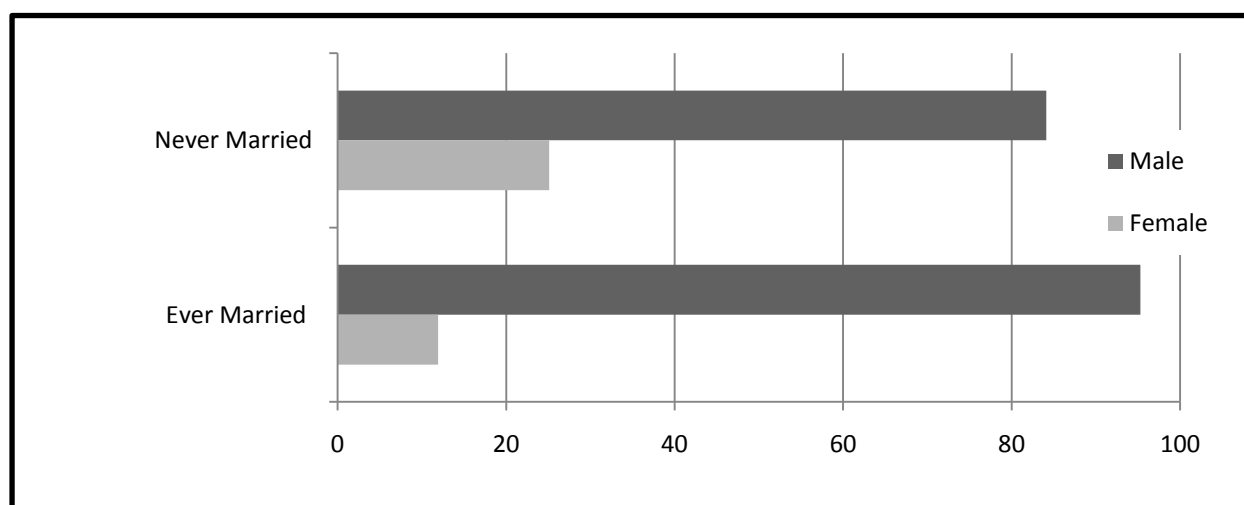
**Figure 4.2.3 Non-student labor-force participation, by sex and educational level among respondents aged 15-29, Egypt, 2009**



For non-student male youth, labor-force participation is lowest among those with a general secondary education, which is usually not a terminal degree (Figure ). Male participation is above 80% for most other educational groups. The highest participation rate is observed among those with post-secondary education. In contrast, the female youth participation rate is less than 10% among those with general secondary or below secondary education. Economic activity increases to 17.6% among females with vocational secondary degrees, 35.1% among those with post-secondary vocational education and to 46.7% among university graduates. This encouraging finding indicates that females with higher educational attainments are more likely to work, even though over half of them remain out of the labor force.

Turning to labor-force participation by marital status (Figure 4.2.4), we also focus on non-students, because a large percentage of never-married youth are still students and are economically inactive. Married females compose a large proportion of those who are

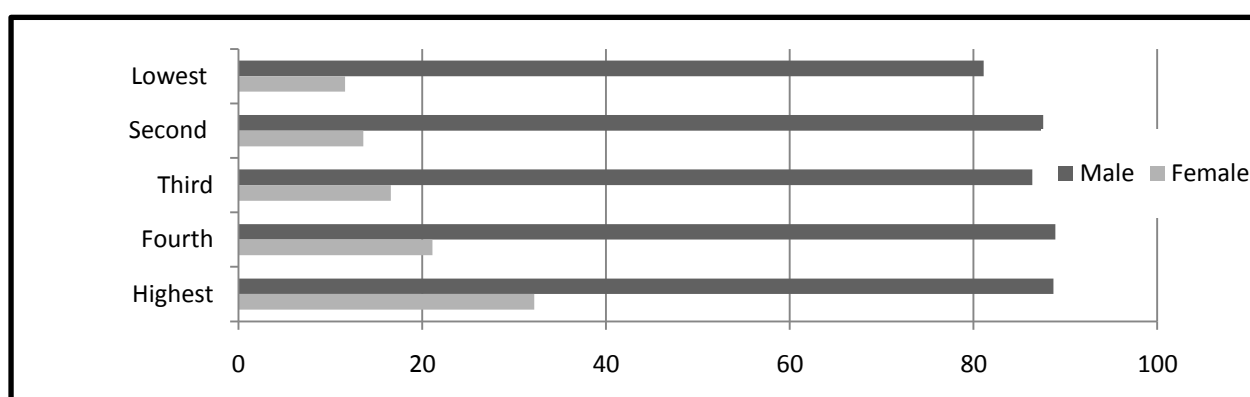
**Figure 4.2.4 Non-student labor-force participation, by sex and marital status, Egypt, 2009**



economically inactive, and correspondingly have a lower labor-force participation rate than that of unmarried females. Economic activity is 25.1% among never-married females and drops to 11.9% among ever-married females, suggesting that females may quitting work when they are married. The opposite pattern is observed for males. While only 84.1% of never-married male non-students are in the labor force, 95.3% of ever-married males are economically active. This finding fits expectations, because finishing education and having a job are generally considered prerequisites for males to marry in Egypt.

Finally, for the distribution of economic activity across wealth quintiles, we focus on non-students because the proportion of youth who are still students is likely to be positively associated with wealth and, hence, figures for students may represent a distorted picture of the relationship between wealth and economic inactivity. Among non-students (see Figure 4.2.5), young males in the highest two wealth quintiles are more likely to be active. A strong relationship is more apparent among females. About 32.2% of females in the highest quintile are economically active, compared to a decreasing percent between 21.1% and 11.6% of females in each of the lower quintiles.

**Figure 10 Non-student labor-force participation, by sex and wealth quintile among respondents aged 15-29, Egypt, 2009 ages 15-29**



Comparable data from the 2006 Egypt Labor Market Panel Survey (ELMPS) allow us to use SYPE data to examine changes in young people's labor-market participation in the aftermath of the recent global financial crisis and food and energy price shocks. Using ELMPS data, Assaad and Barsoum (2007) found that labor-force participation rate was 22.3% for females and 63.1% for males. Among females, participation seriously deteriorated during the three years between the ELMPS and SYPE surveys, resulting in a dramatic nine percentage point decline in the ratio of labor force to population, from 22.3% in 2006 to 13.4% in 2009. Males also decreased their participation slightly to 61.4%.

### 4.3 EMPLOYMENT

This section investigates the job characteristics and work conditions of young people who are currently employed, addressing issues such as sector of employment, formality and informality, job security, and problems experienced at work. Because job quality is such a critical issue for young people in Egypt, and especially for females (Assaad et al. 2009; Barsoum et al. 2009), the distribution of these characteristics across different groups has important implications for their transitions to adulthood and future labor-force participation.

A comparison of data from SYPE and the 2006 ELMPS indicates that the employment situation for both male and female youth deteriorated between 2006 and 2009, with females being particularly hard hit. In 2006, among 15–29-year-olds, 14.1% of females were employed compared to 57.0% for males in the same age group. For male youth in 2009, the percent employed had declined to 53.7%, and for females it was 9.1%, down five percentage points from 2006. The largest decline for females has been among unpaid family workers, which dropped from 5.3% of all young females in 2006 to 0.6% of all females in 2009.<sup>24</sup>

Table 4.3.1 presents employment structure by sex for all employed youth aged 15-29. A formal job is defined as a job in which the employee has either a contract or social insurance. Regular work is either permanent or temporary, as opposed to irregular work, which is casual or seasonal.

<b>Table 4.3.1 Percentage of employed youth aged 15-29, by type of employment and sex ( market labor force definition)</b>			
<b>Employment</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Government	8.3	35.0	12
Public enterprises	1.5	2.7	1.7
Formal private regular wage	7.9	11.8	8.4
Informal private regular wage	44.4	32.2	42.7
Irregular Wage	25.0	7.9	22.6
<b>Total wage work</b>	<b>87.0</b>	<b>89.6</b>	<b>87.4</b>
Unpaid family worker	9.3	6.9	9
Self-employed /employer	3.7	3.5	3.6
<b>Total non-wage work</b>	<b>13.0</b>	<b>10.4</b>	<b>12.6</b>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Number of employed respondents</b>	<b>2,727</b>	<b>574</b>	<b>3,301</b>

Young females are much more likely to be employed in the public sector; 35% of females work in this sector compared to 8.3% of males. Only 7.9% of male youth and 11.8% of female youth have formal regular private-sector jobs. Almost half of employed males (44.4%) and a third of employed females (32.2%) work in informal private regular wage jobs, without the benefits of contract or social insurance. Also, a fourth (25.0%) of employed males and 7.9% of employed females work in irregular wage jobs, which in

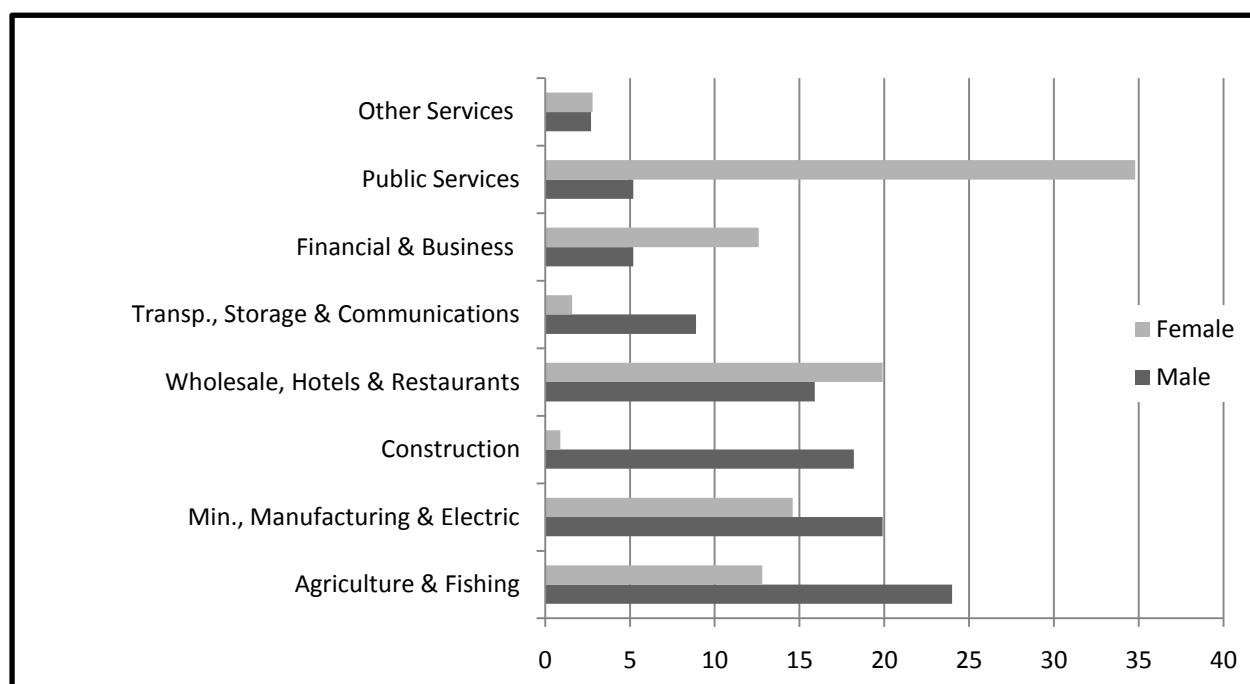
addition to being informal are extremely unstable. In total, 87.0% of employed males and 89.6% of employed females work in these sorts of jobs.

This proportion leaves 13.0% of employed males and 10.4% of employed females working without pay. Among employed youth, 9.3% of males and 6.9% of females work as unpaid family workers. A small percent, 3.7% of employed males and 3.5% of employed females, work as employers or are self-employed.

<sup>24</sup> Several factors may have contributed to this sharp drop, especially among females. When the SYPE was fielded in May of 2009, because of avian flu, the government prevented poultry farming in houses. Poultry farming at home is a major source of unpaid family work, especially among females. Additionally, this time was very close to when exams were to be given, which might have curtailed unpaid family work.

Young people's economic activity is presented as a detailed eight-category variable (see Figure 4.3.1). Young females are heavily concentrated in the service sector (all economic activities except agriculture, manufacturing, and construction are considered services), where 71.7% of young employed females work. Males are more evenly distributed across the sectors of agriculture, industry (manufacturing and construction), and services. While relatively similar proportions of females and males are in the manufacturing sector, construction is dominated by males. In the services sector, we see that a large proportion of females are employed in the "other economic activity" category, which includes public administrative jobs, education, health, and social work.

**Figure 4.3.1 Economic activity, by sex among respondents aged 15-29, Egypt, 2009**



As Table 4.3.2 shows, only 15.7% of employed youth in Egypt have a contract job. Females are more likely to have a contract job than males because they tend to wait for formal jobs or exit the labor force altogether. Most of this difference occurs in the private sector, where females are two times more likely to have a contract than males (14.1% of females in the private sector compared to 6.7% of males in the private sector), probably indicating that they are less likely to accept a job that does not have a contract. Two-thirds of both male and female public-sector workers have contracts. For about half of the youth with contracts, the contracts are of unlimited duration, despite the recent labor law that made defined-duration contracts easier to implement. Among the rest, females are somewhat more likely than males to have such defined-duration contracts. The prevalence of social insurance among employed youth is closely linked to having a contract. Thus, just under one-third of employed females have social insurance, compared to 12.5% of employed males.

<b>Table 4.3.2 Percentage of employed youth aged 15-29, by job characteristics, according to sex</b>			
<b>Characteristic</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Formal job characteristics</b>			
Contract	12.9	32.7	15.7
Social insurance	12.5	28.6	14.8
<b>Job stability</b>			
Permanent	53.3	55.2	53.6
Full time among permanent jobs	83.4	58.0	79.8
Part time among permanent jobs	16.6	42.0	20.2
Temporary	19.5	35.2	21.7
Seasonal	1.6	3.5	1.9
Casual	25.6	6.1	22.9
<b>Work that requires skill</b>	50.7	41.6	49.4
<b>How did you learn skill?</b>			
Education	36.5	76.6	41.2
Apprenticeship	48.0	5.9	43.1
<b>Does your current job include training?</b>			
Public	39.8	43.2	40.3
Private	62.3	61.9	62.2
Total	37.4	32.3	36.8
Total	100.0	100.0	100.0
Number of respondents	2,727	574	3,301

Males and females are almost equally likely to have a permanent position, but among those with permanent jobs, females are considerably more likely to work part-time, defined as less than 40 hours per week. Overall, 20.2% of those with permanent positions work part-time. About 42.0% of females in this category work part time, compared to only 16.6% of males, demonstrating a clear gender gap. The data also show that for 91.8% of the males and females who are employed part time, their hours are driven by their job circumstances, in other words, they work part time involuntarily. The higher rate of part-time work among females suggests that they have a particularly hard time finding jobs that fill their desired number of working hours. Higher rates of part time work can also result from females' preference for more flexible jobs that are more compatible with their gender and family roles.

Females are also less likely to have a job that requires a special skill than are males. As shown in Table 4.3.2, 50.7% of males have a job that required a skill prior to obtaining the position, compared to 41.6% of females. The majority of these females, 76.6%, had learned the skills they need through education.<sup>25</sup> Among males with such positions, in contrast, 36.5% learned their skills through education and 48.0% through apprenticeship.<sup>26</sup> However, males and females are equally likely to receive training in their current job; overall 43.2% of females and 39.8% of males received training. While approximately two-thirds of youth of both sexes received training in the public sector, only 36.8% of males and 32.3% of females employed in the private sector did.

Table 4.3.3 presents the percentage of employed youth who responded "yes" to a variety of questions related to other aspects of their working conditions. Youth of both sexes were more likely to complain of maltreatment in the private sector. There is no gender

<sup>25</sup> Education consists of regular schooling, organized technical education, language courses/programs, computer courses/programs, and secretarial courses/programs. Multiple responses were allowed concerning how the respondent acquired his/her required job skills.

<sup>26</sup> Apprenticeships were found either through a contractor or through a craftsman. Multiple responses were allowed concerning how the respondent acquired job skills.

difference in the experience of harsh treatment by supervisors in the public sector; however, females in the private sector are slightly more likely than males to say they experienced harsh treatment. Likewise, both male and female youth were more likely to experience long work hours or an exhausting workload in the private than the public sector. Females in both the private and public sectors were more likely than males to report having to work long hours and endure exhausting workloads, possibly because of the added burden of the housework that they carry out. That over half of females employed in the private sector complained of long hours may help to explain females' continued preference for public-sector work. Females were also slightly more likely to perceive that their job conditions are hazardous.<sup>27</sup>

**Table 4.3.3 Percentage of young people aged 15-29, by sex and population sector reporting specific working conditions, Egypt, 2009**

Condition	Males		Females		Total	
	Public	Private	Public	Private	Public	Private
Harsh treatment from supervisor(s)	18.0	21.0	18.0	25.0	18.0	21.0
Long working hours	28.0	41.0	32.0	52.0	30.0	42.0
Exhausting workload	29.0	38.0	40.0	45.0	33.0	38.0
Hazardous work conditions	6.0	9.0	5.0	5.0	6.0	9.0
Low wage	53.0	52.0	60.0	59.0	56.0	53.0
Wage not paid after finishing a task	1.0	5.0	5.0	4.0	3.0	4.0
Wage not specified at the beginning of job	1.0	4.0	2.0	6.0	1.0	4.0
Long commute time	19.0	15.0	28.0	20.0	23.0	15.0
Mild harassment from colleagues/supervisor*	12.0	10.0	12.0	9.0	12.0	10.0
Harassment from colleagues/supervisor	0.0	2.0	1.0	4.0	1.0	2.0
Mild harassment from customers/clients*	7.0	16.0	6.0	11.0	7.0	16.0
Harassment from customers/clients	1.0	2.0	1.0	4.0	1.0	2.0
Harassment during commute	1.0	1.0	3.0	6.0	2.0	1.0
<b>Number of respondents</b>	<b>281</b>	<b>2,445</b>	<b>223</b>	<b>351</b>	<b>504</b>	<b>2,796</b>

\*Mild harassment refers to any type of verbal or visual harassment.

A majority of the young of both sexes in both sectors said that their salaries were low. Low recompense appears to affect both males and females equally. Similarly, males and females were equally likely to complain of non-payment of wages or of employers' failing to specify a wage prior to the completion of work. Both types of wage irregularities were experienced more commonly in the private than in the public sector.

Females were more likely to say that they had a long commute time, particularly those employed in the public sector. Females will take public-sector jobs wherever they are located, but restrict themselves to a geographical area closer to home when searching for private-sector employment.

The issue of sexual harassment on transportation, in workplaces, and in other public spaces is crucial for young women in Egypt; and is popularly perceived to be a problem for working women in particular (ECWR, 2008).<sup>28</sup> However, the data from SYPE's module on work indicate a low incidence of harassment at work, with no more than 12% of employed

<sup>27</sup> These findings corroborate those of with Amin and Al Bassusi (2004), who argue that work conditions in parts of the private sector are unsuitable and hard.

<sup>28</sup> A previous study of harassment in Egypt found that 83% of females said they had ever been harassed and 46% said they were harassed daily (ECWR, n.d.). However, this study was carried out in several urban areas around Cairo, where harassment is more prevalent than it is in other areas. In SYPE, 65% of females in the urban governorates reported ever having experienced harassment, as did 73% of females in Cairo.



women reporting any type of harassment in either the public or private sector, and the proportion of more serious harassment is seemingly insignificant. The sex differential in reporting of harassment is also small; in some categories males even report more harassment than females. This may have resulted from males understanding the term “harassment” differently, possibly thinking that it means fighting or arguing. Also, the low incidence of female workplace harassment may be due to females not feeling comfortable about reporting harassment.

The issue of sexual harassment is also discussed in chapter two, drawn from the risk and safety module of the SYPE questionnaire. The detailed probing of that module proved to be better, relative to the direct questions of SYPE’s module on work, in capturing higher frequency of sexual harassment experienced by employed women.

Overall, it seems some kind of harassment risk exists for employed women, and more such risk exists for women employed in the private sector. The harassment risk can significantly discourage women from seeking employment, particularly in the private sector.

#### 4.4 CHILD WORK

The analysis in this chapter focuses on the legally working 15-29 age group. However, despite improvements in school enrollment and child labor laws in recent years, child labor persists as a problem in Egypt (Zibani 2002). According to the SYPE, about 3.0% of children aged 10-14 are currently employed (5.0% of males and 1.0% of females). Table 4.4.1 presents the composition of child work by background characteristics.

Child work is primarily a rural phenomenon; 80.2% of working children live in rural areas. Child work is common in both rural Lower and rural Upper Egypt. Many working children have some schooling or are currently in school. However, 13.6% of child workers are illiterate.

Children engage exclusively in two types of work, wage work (57.6%) and unpaid family work (42.4%). Female child workers are much more likely to be in wage employment than males (71.2% of female compared to 55.0% of males). There is a strong wealth dimension to child work. Although it is found in all

**Table 4.4.1 Composition of child work, by sex and background characteristics among respondents aged 10-14, Egypt, 2009<sup>29</sup>**

Characteristic	Males	Females	Total
<b>Urban/rural residence</b>			
Urban	18.0	24.8	19.0
Rural	81.2	75.2	80.2
Informal urban areas	0.9	0.0	0.7
<b>Region</b>			
Urban governorates	18.5	24.8	19.5
Lower Egypt	47.9	15.7	42.9
Urban Lower Egypt	0.3	0.0	0.3
Rural Lower Egypt	47.6	15.7	42.6
Upper Egypt	32.6	59.5	36.8
Urban Upper Egypt	0.0	0.0	0.0
Rural Upper Egypt	32.6	59.5	36.8
Frontier governorates	1.0	0.0	0.8
<b>Education</b>			
Illiterate	10.7	29.4	13.6
Read and Write	22.3	4.9	19.6
Primary	59.6	65.7	60.6
<b>Employment status</b>			
Waged employment	55.0	71.2	57.6
Unpaid family worker	45.0	28.8	42.4
<b>Wealth quintile</b>			
Lowest	36.7	69.7	41.9
Second	27.9	18.9	26.5
Third	25.7	1.6	21.9
Fourth	7.7	4.7	7.2
Highest	2.0	5.2	2.5
<b>Total</b>	100.0	100.0	100.0
<b>Number of children</b>	90	18	108

<sup>29</sup> One should be careful when using the figures of this table due to the small sample size of working children

wealth quintiles, more than 90% of working children are from the bottom three wealth quintiles.

## 4.5 UNEMPLOYMENT

Unemployment is primarily a youth problem. At least 90% of the unemployed in Egypt are young people (UNDP and INP, 2010). In this chapter, we use two definitions of unemployment: the standard and the broad definitions. Both definitions require that the individual not have worked or been attached to a job during the week prior to the interview and to have desired work and been available for it. The standard definition also requires that the individual has actively searched for work.<sup>30</sup> The broad definition loosens the search requirement to include the discouraged unemployed, those who are no longer actively searching for a job. Therefore, the broad definition should yield a higher unemployment rate. Although we focus on the standard definition, we incorporate this broad definition because conventional job-search methods may not be relevant in developing economies such as Egypt, where unemployment rates are high and informal work is common (Tansel and Tasci 2010). Furthermore, there is a large number of discouraged unemployed in Egypt, making this an important population to study.

The differences in the two unemployment rates are often significant. Under the standard market definition, the total youth unemployment rate is 15.8%, but the rate rises to 21.5% using the broad market definition, indicating that a large number of discouraged unemployed youth exist in Egypt. The male youth unemployment rate is 12.5% under the standard market definition and 16.4% under the broad market definition, which is understood to be high. However, among female youth the unemployment rate is more than double that of males: 31.7% under the standard definition and 42.7% under the broad definition. Comparing this pattern with the ELMPS, in 2006, the percent of the unemployed population was 8.2% for females and 6.1% for males. In 2009, the percent of the young unemployed population went up to 7.7% for males and down to 4.3% for females. However, this decline in unemployment for females is more than offset by the increase in the population outside of the labor force.

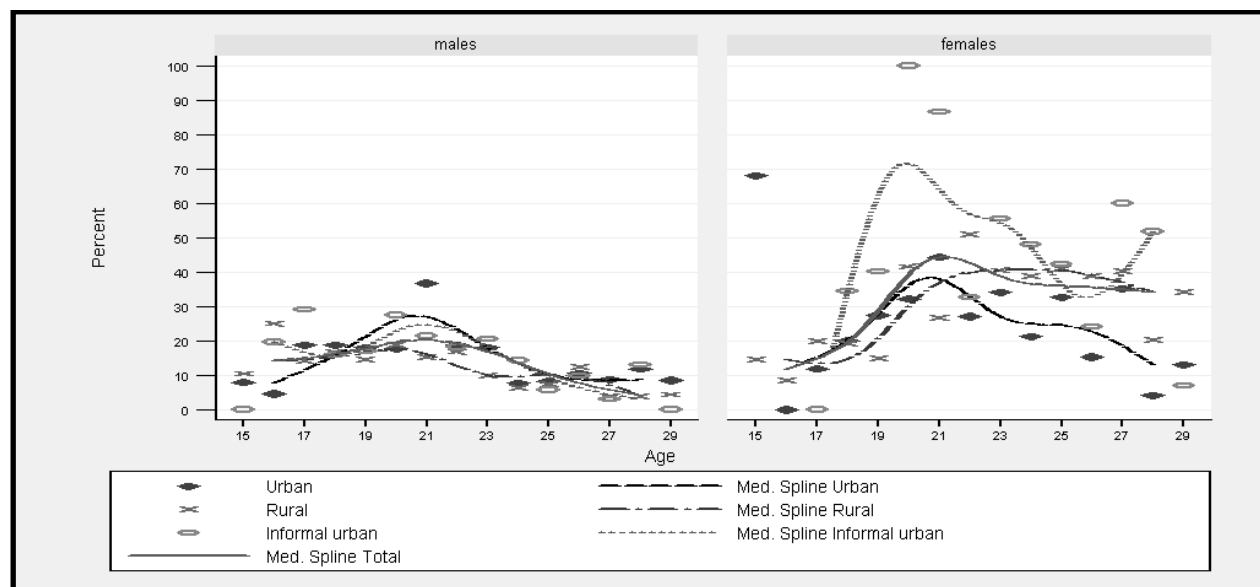
Examining unemployment by age shows the difficulty the young, especially females, face in finding work. Male unemployment remains extremely high, greater than 15%, through age 23 (Figure ). The unemployment rates then drop, and remain just below 10% by age 25. Females, on the other hand, experience rising unemployment rates as they age. While younger groups, through age 19, average around 20% unemployment, the rate thereafter averages between 30% and 40% until the ages when they begin to marry and drop out of the labor force altogether.

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<sup>30</sup> Because of a bad skip pattern in the SYPE questionnaire, of the 878 respondent aged 15-29 who were ready and willing to work, only 712 were asked questions about job seeking. The other 166 had worked before; therefore, unemployment and resulting labor-force participation numbers assume that only those who were asked about seeking jobs and were not doing so are not searching. The 166 workers currently not working and ready and wanting to work were assumed to know how to search for a job and be searching, given their previous work experience. The search questions were "Have you searched for a job by registering with a government employment office?" and "Have you used any of the following methods in your job search during the past three months?" [methods are listed in Table 4.7.1]. Those who responded "yes" to either question (any method) were considered to be searching for work.

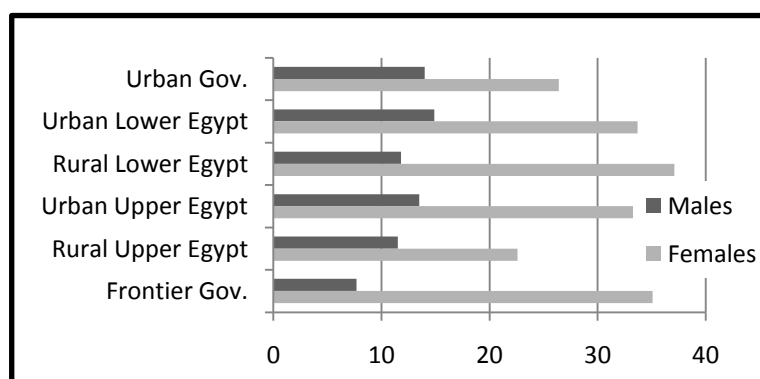
In a pattern similar to that of labor-force nonparticipation, rural males are less likely to be unemployed than urban males. While their rates are similar at the oldest and youngest ages, during most of their twenties urban males experience higher unemployment rates. The different urban/rural patterns likely reflect the fact that urban youth are more educated and may be waiting to find better jobs. Youth in rural areas may have lower unemployment rates because of their greater willingness to accept low-quality jobs in the light of their lower educational attainment and more widespread poverty.

**Figure 4.5.1 Median splines of standard unemployment by sex, residence, and age among respondents aged 15-29, Egypt, 2009**



Informal urban-area youth, both males and females, experience particularly high unemployment rates at younger ages. Rural females, and especially informal urban-area females, are more likely to be unemployed than their urban counterparts, with rates diverging as they age. Informal urban-area females are the most likely to be unemployed, with a rate of 44.1% over all ages under the standard definition.

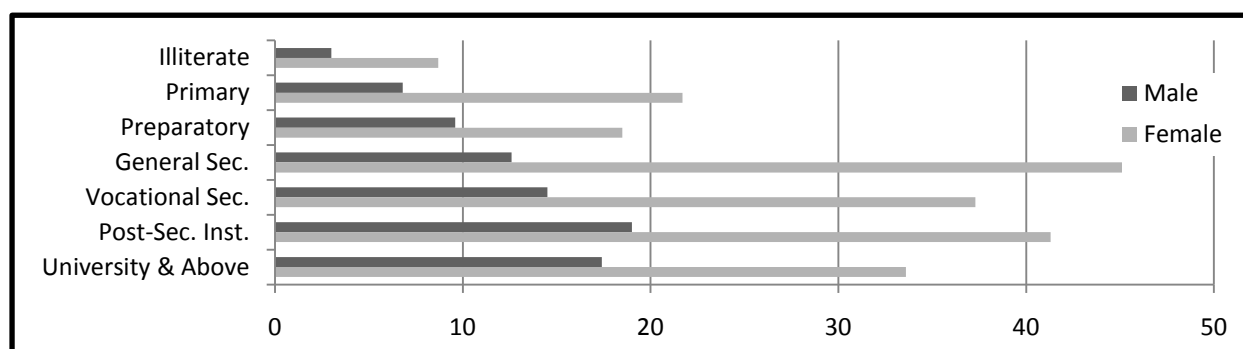
**Figure 4.5.2 Standard market unemployment rates by sex and region of residence among young people aged 15-29, Egypt, 2009**



While regional variations also fall along urban and rural lines for males, there is some important regional variation in female unemployment rates (see Figure 4.5.2). Females in rural Lower Egypt experience particularly high rates of unemployment (37.1%), especially compared to those in rural Upper Egypt (22.6%). The unemployment rates of females in urban Lower Egypt (33.7%) and urban Upper Egypt (33.3%) are higher than those in the urban governorates (26.4%).

Unemployment generally increases with education. Illiterate males and females, and below- secondary-educated males, are the only groups that experience unemployment rates of less than 10% (Figure 4.5.3). This concurs with Assaad and Barsoum's (2007) argument that unemployment is a problem of educated youth, because their higher employment expectations collide with difficult labor-market conditions. Unemployment is, therefore, more of a skill-mismatch problem for better-educated Egyptian youth. Among males, unemployment rises steadily with education, aside from a particularly high rate (19.0%) among post-secondary institute youth. All females with more than secondary

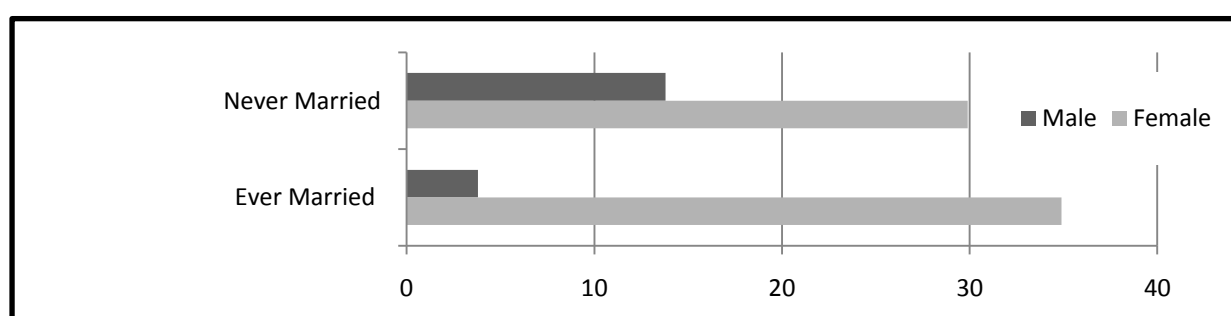
**Figure 4.5.3 Standard market unemployment, by sex and educational level among young people aged 15-29, Egypt, 2009**



education experience unemployment rates greater than 30%. General-secondary-educated females experience the highest unemployment at 45.1%, followed by post-secondary institute graduates at 41.3%. Vocational-secondary-educated females have an unemployment rate of 37.3%, which is higher than university females (33.6%). While the gender gap in unemployment persists across all levels of education, it narrows slightly at higher levels of education. For instance, among university graduates, the female unemployment rate is twice that of male unemployment; however, among illiterate youth, the female rate of unemployment is three times that of males.

There is a particularly large gap between the standard and broad definition of unemployment rates among females with a very low education, suggesting that many of these females are not actively searching for work. Among illiterate females, for example, by the standard market definition the unemployment rate is 8.7% but by the broad market definition the rate is 20.5%. Both males and females with vocational secondary education have very high unemployment rates, at 18.5% and 51.2%, respectively, under the broad definition.

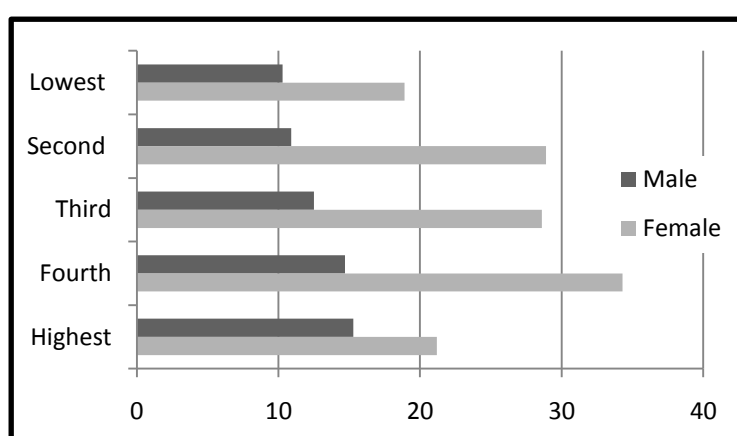
**Figure 4.5.4 Standard unemployment by marital status and sex among young people aged 15-29, Egypt, 2009**



The unemployment rate by marital status differs dramatically between the sexes (Figure 4.5.4). The unemployment rate for never-married males is much higher than that of ever-

married ones (13.8% and 3.8% based on the standard unemployment definition, respectively). This reflects the fact that it is difficult for unemployed young males to marry, especially given the high cost of marriage in Egypt (Assaad and Barsoum 2007). As for females, the unemployment rate is higher among the ever-married. Thus, not only are ever-married females more likely to be economically inactive, as shown above, but they are also more likely to be unemployed. Their higher rate of unemployment can result from their being more likely to register at a government office to queue for government-sector jobs, which are more compatible with married life. Therefore, it seems that upon marriage, some females either exit the labor force or remain unemployed until finding a family-compatible job. It is also possible that married females are more likely to be unemployed because employers prefer to hire single females.

**Figure 4.5.5 Standard unemployment by wealth quintile and sex among young people aged 15-29, Egypt, 2009**



Finally, the unemployment rate among young males is lower among those in lower wealth quintiles, suggesting that those who are better off can afford to wait for a good job (Figure 4.5.5). Due to the correlation between wealth and educational attainment, the wealthy may also be those with higher employment expectations. Among females, there is also a positive relationship between wealth and unemployment that holds up to the

fourth quintile. However, unemployment declines significantly for females in the highest wealth quintile. These females have the lowest unemployment rate of all, at 21.2% based on the standard unemployment definition. The better employment prospects enjoyed by the wealthiest females explain why they are less likely to withdraw from the labor force, as demonstrated above.

The duration of an individual's unemployment has been unemployed, is also an important measure of unemployment. Long periods spent in unemployment represent a serious economic problem. The average duration of unemployment (by the standard definition of unemployment) among the young in Egypt is 120 weeks, more than two years. Females consistently have longer average durations of unemployment, with their overall average duration being 141 weeks, or nearly 2.75 years, compared to 109 weeks—just over 2 years—for males. Overall the highest average unemployment duration for youth are in urban Lower and urban Upper Egypt. The average duration of unemployment is longest for female vocational secondary graduates (175 weeks), while male vocational graduates average 115 weeks. The young of both sexes in the highest wealth quintile also have the shortest average unemployment durations; 80 weeks for males and 115 weeks for females. This finding may indicate that the wealthiest females have stronger networks of family and friends that can help them find good jobs in a shorter time.

## 4.6 REASONS FOR UNEMPLOYMENT

Table 4.6.1 presents the main reason that currently unemployed young males and females gave for not having a job. The majority (70.0%) said they were unemployed because there

was no work available at all; females were slightly more likely to give this reason. This very high rate of involuntary unemployment explains why there is so much discouragement among the young: many simply do not think there are jobs to be had. Among the remainder of unemployed youth, females were most likely to have said that they could not find a job suited to their qualifications, whereas males were most likely to report not being able to find a job with a suitable wage. However, as expected, university graduates of both sexes were almost two times more likely than others to say that they could not find a job suitable to their qualifications, with 12.7% of male graduates and 23.4% of female graduates giving this reason. The university-educated were correspondingly less likely to say that there was no work available at all. Therefore, as mentioned above, for university graduates, unemployment is more of skill-mismatch issue.

<b>Table 4.6.1 Main reason for being unemployed among respondents aged 15-29, Egypt, 2009</b>			
<b>Reason</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
No work available at all	68.4	72.4	70.0
No work suitable to experience/qualifications	4.0	12.6	7.5
No work with suitable wage	22.5	8.1	16.6
No work in a suitable workplace	2.1	5.4	3.5
No work available with suitable location	2.6	1.5	2.1
Other	0.5	0.0	0.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Number of unemployed respondents (broad definition)<sup>31</sup></b>	<b>381</b>	<b>331</b>	<b>712</b>

In line with the above finding, the 30.3% of unemployed youth who were not searching for a job at the time of the SYPE survey often cited reasons related to discouragement. Within this group, a fourth said that their main reason for not searching was that they believed there were no jobs. Young females were even more likely to give this reason, with 34.8% doing so compared to only 17.4% of males, confirming that females are more likely to be discouraged from job-seeking than males. Nearly a third (30.4%) of males and 10.2% of females also said that they were tired of looking for a job, and 22.1% of males and 18.3% of females said that they lacked information regarding effective methods of searching for a job.

Moreover, there is only a very small gender gap among youth who said that they were not searching because there were no suitable jobs, with 10.1% of males and 12.4% of females giving this reason. However, as with the reasons given for unemployment, university graduates of both sexes were much more likely to give this response, with 23.6% of males and 25.0% of females doing so. This finding corresponds to the argument that unemployment among those with higher education stems in part from high expectations and skill mismatch (Assaad and Barsoum 2007). Notably, while there was no overall gender gap in the proportions of males and females saying that they lacked information regarding effective job-search methods, there was a gender gap among university graduates; 28.2% of female university graduates gave this response compared to only 4.4% of male university graduates. Lastly, while females did not give gender discrimination in hiring as a reason for not searching, 9.2% of all females gave family responsibilities and 5.8% family opposition as their reason for not looking for work. A

<sup>31</sup> Of the 878 respondents aged 15-29 who were ready and willing to work, because of a bad skip pattern, only 712 responded to this question.

negligible percent of males cited family reasons, so these are gender-specific barriers to young women's entry into the workforce.

#### 4.7 SEARCHING FOR EMPLOYMENT

Unemployed youth who were searching for a job used a variety of methods to do so. These methods are shown in Table 4.7.1, which presents the percentage of youth who reported using a given method among those who are unemployed under the broad market definition. Neither males nor females were very likely to register in a private office, but 14.1% of all youth registered with a government labor office. Females were two times more likely than males to register at such an office, with one in five doing so. Entering a government job competition was also the most frequently mentioned search method for females, but again, less than 10.0% of males tried this method.

For all education levels except primary and preparatory graduates, unemployed females who are searching for a job are consistently more likely than males to use government labor office registration as their only job-search method, especially for those with higher levels of education. Public-sector employment is thus clearly more attractive to females; they are much more willing to invest in finding a government job and, apparently, to queue at the government labor office in the hope that one will become available.

<b>Table 4.7.1 Methods of job seeking among respondents aged 15-29</b>			
<b>Percentage reporting that they used the method, broadly unemployed youth, ages 15-29</b>			
<b>Method</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Register in a private office	7.2	5.9	6.7
Register in a government office	9.5	20.9	14.1
Enter a government job competition	9.7	28.4	17.3
Send a job application	26.1	24.3	25.4
Inquire at work location	23.2	7.8	16.9
Advertise in newspapers	0.8	0.9	0.8
Apply for a job advertised in newspapers	9.4	6.0	8.0
Ask friends or relatives for help	39.1	20.6	31.6
Contact employer	17.0	4.0	11.7
Contacted contractor	4.0	0.0	2.3
Wait at workers' gathering locations	2.4	0.0	1.4
Search for private project (land, equipment)	1.3	0.7	1.0
Arrange financing for private project	0.7	1.0	0.8
Use landline in any of above methods	46.2	22.8	37.5
Use mobile phone in any of above methods	44.2	19.5	35.0
<b>Number of respondents</b>	<b>381</b>	<b>331</b>	<b>712</b>

Sending in job applications was a search method reported by a fourth of respondents, both male and female. Using networks—asking friends and relatives for help—was another common strategy for both sexes. However, males, for whom this was the most common search strategy, were two times more likely than females to use networks, with 39.1% and 20.6% doing so, respectively. Females were also considerably less likely than males to use job-search methods that require mobility, such as inquiring at a work location or contacting employers. Their more restricted movement and more limited networks may thus be hampering females' ability to find suitable jobs. Females were also only half as likely as males to use a landline or mobile phone in their job search, which may further restrict the range of employment options they can come into contact with.

Respondents were also asked whether they thought personal skills or connections (*wasta*) were more important for finding a job. Only 58.0% of all respondents 64.1% of males and 51.6% of females, thought skills were more important than connections. Thus, even though females use networks less, they think that networks are more important in finding a job, suggesting that they may lack access to relevant networks. It is possible that this lack contributes to the discouragement and unemployment because they believe that they do not have the connections needed to get a job.

On a related note, respondents were asked who they thought should be responsible for providing them with a job opportunity. The vast majority responded either that the state or a policy maker should be responsible, with 81.2% of males and 80.1% of females giving one of these two responses. Only 12.5% of males and 6.6% of females thought that they themselves should be responsible for finding a job.

Those who were not in the labor force at the time of the SYPE survey were also asked about their reasons for not wanting to work. The vast majority of males who did not want to work were full-time students (79.8%), as were 29.3% of the females. In contrast, 65.8% of females responded that they did not want to work because they were housewives, suggesting that many females perceive an incompatibility between work and their family life. This response was nearly as common among females with higher education as it was among females with no education; 93.1% of illiterate females responded that they did not work because they were housewives, compared to 87.3% of females with a university education. Among those with middle levels of education many of the females who did not want to work were still in school. Yet this pattern suggests that perceived conflict between work and family roles is prevalent among females of all educational levels.

## **4.8 ENTREPRENEURSHIP**

Given the high rate of unemployment among youth, it is important to consider whether and how young people have sought to create employment opportunities for themselves through entrepreneurship. Although 53.6% said that they would prefer to have their own business than to have a salaried job, a very small proportion are self-employed or employers, corresponding to 1.2% of the total youth population and only 0.3% of the total female youth population. The few female self-employed lived mostly in rural areas. Among the small number of young people who became self-employed, most said that they did so either because they could not find a waged or salaried job or because they had greater independence when running their own business.

Although entrepreneurship is viewed as an alternative to finding a job, few young people are self-employed, which may be explained by the resource constraints faced by entrepreneurs. Among entrepreneurs who needed money to start their businesses, 62.5% of males and 46.0% of females used personal savings, indicating that they have little access to credit or that they prefer to start a business using their own savings. In contrast, none of the self-employed had a loan from a bank or the Social Fund for Development, and only 2.9% had a loan from a private money lender. Reflecting gender-based development activity, 3.5% of females had been able to take a loan from an NGO. Still, in general, a major constraint to self-employment is clearly lack of access to credit markets among youth of both sexes.



Other than credit, the most important challenge respondents faced in setting up their own business was lack of business information, a response given by 12.4% of self-employed males and 24.3% of females as the main problem they faced in their business. Thus there appears to be a gender gap in access to information about entrepreneurship, which may be one reason why the rate of self-employment among females is extremely low. Lack of marketing and financial services were the next most commonly mentioned problems in running a business among self-employed females and males. Marketing services were mentioned by 16.8% of males and 10.8% of females, respectively, as their main problem. Financial services were mentioned by 30.6% of males and 22.0% of females.

## **4.9 CONCLUSION**

This chapter examines the labor-market outcomes of Egyptian young people age 15-29 in 2009. Unemployment remains a problem for those seeking entry into the labor market, particularly for those who are entering the labor market for the first time. Unemployment is greater among the educated youth of both sexes. However, females continue to have higher unemployment rates than males across a range of socioeconomic and demographic characteristics. Young females also continue to suffer from noticeably low rates of participation in the labor market. Based on the evidence shown in this chapter, a number of interrelated factors can be contributing to females' disadvantaged position in the Egyptian labor market and their very low labor-force participation, particularly in the private sector. These factors include incompatibility between work and gender roles, discouraging work conditions including low pay, weak networks, low mobility, and difficulty of becoming an entrepreneur.

Incompatibility between work and gender roles and unattractive work conditions in the private sector contribute to females' continued preference for public-sector employment, as well as their greater likelihood of being unemployed as they queue for such employment opportunities. Females' continued attachment to public-sector employment, which is more accommodating of females' family roles and more likely to provide social protection benefits, is evident both among employed females and among those searching for a job. Female job seekers are two times more likely to register at a government labor office than male job seekers. The gender gap in government-office registration is even larger at higher levels of education, because of the history of employment guarantees for vocational secondary and university graduates.

Moreover, females who are employed are more likely to be employed in formal jobs; these are the types of jobs they are willing to accept because they tend to be more family-friendly and to come with social protection benefits. Females who work are more concentrated in traditionally "female" occupations such as teaching, clerical, and domestic work. Those with permanent jobs are also, more likely to work part time, possibly reflecting involuntary employment, but also, perhaps, their preferences for working hours that are more accommodating of their family life.

In addition, young women's weaker networks make it more difficult for them to find alternatives to waged employment. Females have very low rates of self-employment and lack many of the resources necessary for successful entrepreneurship. All youth suffer from restricted access to credit and to information about essential services such as

marketing and finance. However, these problems are particularly acute for females who attempt to set up their own businesses.

Despite the passage of sufficient time for the youth bulge to have eased and the new labor law to have resulted in positive labor-market changes, females experienced a substantial drop in their already low labor-force participation rate. Females seem to have been more negatively affected by the economic crisis and price shocks than their male peers, who experienced a, relatively smaller decrease in participation and employment. The finding that labor-force participation among young women in Egypt has declined substantially over the course of the recent global economic recession calls for further analysis. It is also important to examine if the global crisis was the only driver of such changes or if other structural transformations in the Egyptian economy were also significant. This finding also underscores the urgency of instituting policies to raise female participation rates and employment in the private sector in Egypt.

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## Chapter 5 INTERNATIONAL MIGRATION

### 5.1 INTRODUCTION

International migration, especially to oil-rich Arab countries, has been used by many Egyptians as an income-generating strategy. The number of Egyptian migrants is estimated to be around 4% of the population and represents 1.5% of all world migrants (Nassar 2005). Remittances have been an important source of revenues for the Egyptian economy. According to recent estimates, Egypt is among the largest ten remittance-receiving countries in the world (Wahba 2007). Issues surrounding international migration, including concerns over irregular migration, are part of ongoing policy discussion, and the government is currently taking steps to ensure safe migration and to support Egyptians living abroad.

In this chapter, the SYPE module on migration of those aged 15-29 is used to examine migration aspirations in Section 5.2. Past migration experience among the young is examined in Section 5.3. Finally, in Section 5.4, the role of social networks in facilitating migration is presented. The discussion about young people's migration aspirations is more detailed than that about their past migration experiences because the sample of past migrants is small. Moreover, not enough time has elapsed for the young to have migrated and returned, and current migrants cannot be captured in the survey. While respondents' intentions may not become actual migration projects, their analysis is important for predicting future migration patterns and guiding policy before migration takes place.

Most of the analysis in the chapter applies to those aged 18-29. Due to their youth, 15-17-year-olds were asked only about whether they aspire to migrate and the country they hope to move to and not about detailed migration-related attitudes and perceptions.

### 5.2 INTERNATIONAL MIGRATION ASPIRATIONS

Information about the formation of migration intentions among young Egyptian is scarce. The exception is Zohry (2006), who in his survey of 1,552 males aged 18 – 40 asked about their migration experience and aspirations for migration to Europe. The discussion of migration aspirations in this section is organized into four sub-sections: *who* among respondents wants to migrate to, *where* they want to migrate to, *why* they want to live outside Egypt, and what *perceptions* they have about regular and irregular migration.

#### 5.2.1 Profile of Youth Aspiring to Migrate

Table 5.2.1 presents the incidence of migration aspirations by sex and background characteristics. Among all respondents aged 15-29, 18.4% said they hoped to migrate in the future. Of those, 14.3% chose an Arab country as their destination, compared to 3.9% who chose a Western country.<sup>32</sup> Overall, males are overwhelmingly more likely to consider leaving Egypt than females: 29.7% of males had intentions to migrate, compared to 6.7% of females.

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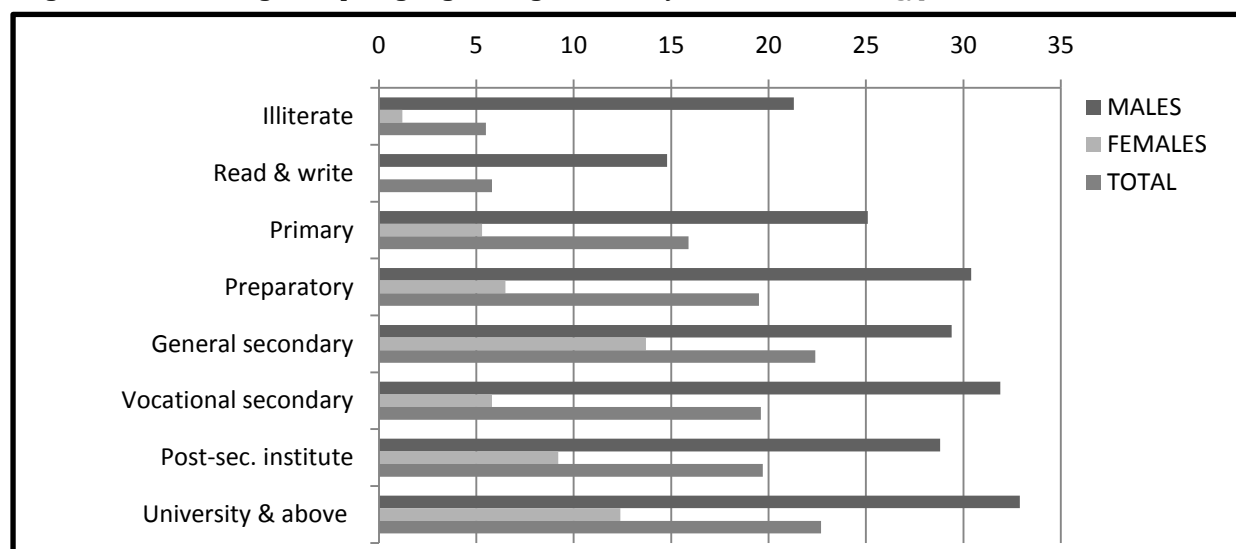
<sup>32</sup> A small number of respondents listed countries that are not considered Arab or Western. Although we take this small percentage into account when calculating the total percentage of respondents interested in any destinations, we did not show these data in the table.

Migration aspirations also decrease as age increases; 21.8% of those aged 15-17 planned to migrate, compared to 18.8% of those aged 18-24 and 14.7% of those aged 25-29. Younger respondents are more likely to aspire to go to Western countries than older ones; incidence of migration intentions to the West decreased from 5.8% among those aged 15-17 to 2.2% among those aged 25-29. These differences in age groups may be explained by older respondents' awareness of the logistical challenges and legal requirements of migrating to Western countries. Along the same lines, unmarried young people are more likely to want to migrate (22.5%) than those who are married (7.8%). Some may want to migrate to afford marriage costs and then to settle in Egypt once married. The marriage effect is inter-related to the age effect; married respondents tend to be older. However, descriptive statistics alone cannot be used to determine the direction of causality.

Males from rural areas are slightly more likely to aspire to migrate (30.7%) compared to those living in urban areas (26.6%). However, males residing in informal urban areas are the most likely to aspire to migrate (33.4%). The opposite is true for females: those residing in rural areas are the least likely to want to migrate. Young people in the urban governorates are slightly less likely to aspire to migrate compared to respondents in other regions.

Figure 5.2.1 presents a breakdown of migration aspirations among respondents according to their current education level at the time of the survey.

**Figure 5.2.1 Percentage of aspiring migrants aged 15-29, by educational level, Egypt, 2009**



Generally, as educational attainment rises, the tendency to aspire to migrate increases. Among males, 32.9% of university graduates reported a desire to migrate, in comparison to 31.9% of vocational secondary graduates and 21.3% of illiterate males. Males with vocational degrees are the most likely to aspire to migrate to Arab countries (27.2%). However, male university graduates are the most likely group to want to migrate to Western countries (8.9%), in comparison with male vocational secondary graduates (4.7%) and those who are illiterate (2.8%).

**Table 5.2.1 Percentage of young people aged 15-29 intending to migrate by Arab/West destination, sex, and background characteristics, Egypt, 2009**

Characteristic	Males			Females			Total		
	Arab Countries	Western countries	Any destination	Arab countries	Western countries	Any destination	Arab countries	Western countries	Any destination
<b>Age</b>									
15-17	26.6	7.1	33.8	4.8	4.3	9.3	15.9	5.8	21.8
18-24	23.6	6.0	29.7	4.8	1.9	6.8	14.7	4.0	18.8
25-29	21.8	4.1	26.0	4.1	0.5	4.6	12.4	2.2	14.7
<b>Marital status</b>									
Never married	24.7	6.4	31.2	5.5	3.2	8.9	17.1	5.1	22.4
Ever married	18.1	1.8	19.9	3.3	0.5	3.8	6.9	0.8	7.7
<b>Urban/rural residence</b>									
Urban	18.8	7.4	26.6	5.2	3.8	9.1	12.2	5.6	18.0
Rural	26.3	4.4	30.7	4.1	1.1	5.3	15.4	2.8	18.2
Informal urban areas	22.7	10.2	33.4	5.9	3.1	9.4	14.1	6.6	21.1
<b>Region</b>									
Urban governorates	18.6	6.1	25.1	5.4	3.9	9.4	12.3	5.1	17.6
Lower Egypt	24.5	6.2	30.9	4.5	1.1	5.7	14.6	3.7	18.5
Urban	21.3	10.1	31.9	5.3	2.0	7.5	13.0	5.9	19.2
Rural	25.5	5.1	30.6	4.2	0.8	5.1	15.1	3.0	18.2
Upper Egypt	26.3	5.1	31.5	4.4	2.2	6.8	15.4	3.7	19.1
Urban	21.5	10.7	32.2	5.5	5.2	11.1	13.4	7.9	21.6
Rural	27.7	3.6	31.3	4.1	1.4	5.6	15.9	2.5	18.5
Frontier governorates	12.8	3.8	16.8	2.4	0.4	2.9	7.8	2.2	10.1
<b>Educational level</b>									
Illiterate	18.5	2.8	21.3	1.2	0.0	1.2	4.9	0.6	5.5
Read and write	14.8	0.0	14.8	0.0	0.0	0.0	5.8	0.0	5.8
Primary	21.7	3.2	25.1	2.7	2.5	5.3	12.9	2.9	15.9
Preparatory	24.4	5.9	30.4	3.4	2.8	6.5	14.9	4.5	19.5
General secondary	19.4	9.9	29.4	8.5	4.8	13.7	14.5	7.6	22.4
Vocational secondary	27.2	4.7	31.9	5.1	0.6	5.8	16.8	2.8	19.6
Post-sec. institute	22.2	6.6	28.8	4.3	4.9	9.2	13.9	5.8	19.7
University and above	23.3	8.9	32.9	9.5	3.0	12.4	16.4	6.0	22.7
<b>Employment status</b>									
<b>In labor force</b>	25.1	4.7	30.0	9.3	2.6	12.0	22.4	4.4	26.9
Wage employment	24.3	4.0	28.4	7.5	2.3	10.0	21.9	3.8	25.8
Employer/self-employed	19.1	1.4	21.5	15.7	0.0	15.7	18.6	1.2	20.7
Unpaid family worker	29.3	5.2	34.5	0.0	5.4	5.4	26.1	5.2	31.3
Unemployed, searching	29.0	9.7	38.9	13.6	3.0	16.6	23.5	7.3	31.0
<b>Out of labor force</b>	21.7	7.4	29.3	3.9	1.9	5.9	9.5	3.7	13.3
Out of labor force and in school	20.6	8.2	28.9	6.6	5.1	12.0	14.1	6.8	21.1
Out of labor force and out of school	25.5	4.8	30.5	2.7	0.6	3.3	5.8	1.2	7.0
<b>Wealth quintile</b>									
Lowest	27.3	3.2	30.6	2.8	0.8	3.7	15.0	2.0	17.1
Second	22.6	3.8	26.4	4.0	1.3	5.3	13.5	2.5	16.0
Middle	26.4	5.2	31.6	3.8	1.2	5.2	15.7	3.3	19.1
Fourth	23.1	8.4	31.7	6.2	2.2	8.8	14.8	5.4	20.5
Highest	18.2	9.3	28.0	6.5	5.3	11.9	12.2	7.2	19.7
<b>Total</b>	23.8	5.8	29.7	4.6	2.0	6.7	14.3	3.9	18.4
<b>Number of respondents</b>	<b>4,830</b>	<b>4,830</b>	<b>4,830</b>	<b>6,031</b>	<b>6,031</b>	<b>6,031</b>	<b>10,862</b>	<b>10,862</b>	<b>10,862</b>

Unemployment and the lack of job opportunities in Egypt are significant push-factors for migration. The desire to migrate is highest among the group of unemployed males<sup>33</sup> (38.9%). Males who are unpaid family workers are the second most likely to want to migrate (34.5%). The least to aspire to migrate are males who are self-employed/employers (21.5%) and those who work for wages (28.4%). Even for males with relatively good jobs, a considerable percentage is aspiring to leave the country.

There is only a small difference in aspiration likelihood among respondents from different wealth quintiles. However, when the group interested in migration to the West is isolated, we see in Table 5.2.1 that the percentage of aspiring migrants jumped from 2% among the lowest quintile to 7.2% in the wealthiest quintile, indicating that wealthier youth are more likely to want to migrate to the West. In contrast, among those interested exclusively in Arab countries, the opposite is true: 15.0% of youth in the poorest group hope to migrate to Arab countries, compared to only 12.2% of the wealthiest.

We also examined the percentage of migration-aspiring respondents interested in permanent migration (results not shown). An overwhelming 89% of those who aspire to migrate plan to stay abroad temporarily. This is consistent with the literature that indicates that Egyptian migrants tend to be temporary migrants. There is some variation in the preference for temporary migration by destination region and by education. Respondents aspiring to migrate to Arab countries are more likely to want to stay abroad temporarily (91%) compared to those aspiring to migrate to Western countries (82%). This finding is not surprising given that migration to Arab countries is mainly labor migration. Poorly educated youth are generally more likely than others to want to migrate temporarily. University-educated youth aspiring to migrate to the West are the least likely to want to migrate temporarily (78%).

## **5.2.2 Desired Countries of Destination**

In this section, we discuss the top country destinations cited by respondents aspiring to migrate. Table 5.2.1 indicates that 14.3% of all those seeking to migrate would prefer to migrate to an Arab country, while only 3.9% would prefer a Western country. Figure presents the top destination regions among migration aspiring youth.

Among aspiring migrants, 68.4% of the respondents wanted to migrate to an Arab Gulf country, compared to 21.39% who chose a Western destination and 9.6% interested in other Arab countries. Consistent with findings in Table 5.2.1, additional analysis (not shown) reveals that younger respondents aged 15-17 are more likely to aspire to migrate to Western countries (26%) than older ones aged 25-29 who are more likely to want to migrate to Gulf countries (76%).

While Arab countries represent the top destination for urban respondents, they are more likely to want to migrate to Western countries than their rural counterparts. Thirty-one percent of migration-aspiring urban youth preferred a Western country, compared to 21% of migration-aspiring respondents overall.

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<sup>33</sup>In this chapter, we use the standard definition of participation described in the previous chapter. See the unemployment section in Chapter 4 for a discussion of unemployment definitions.

Figure 5.2.2 Distribution of preferred migration regions among aspiring migrants aged 15-29, Egypt, 2009

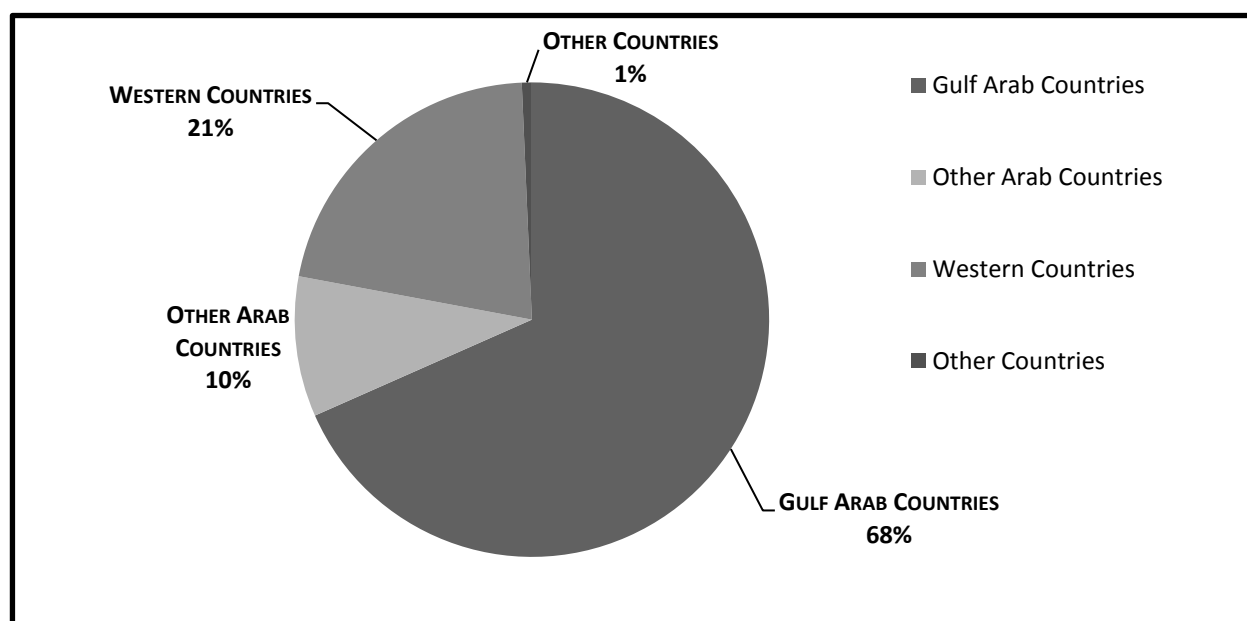
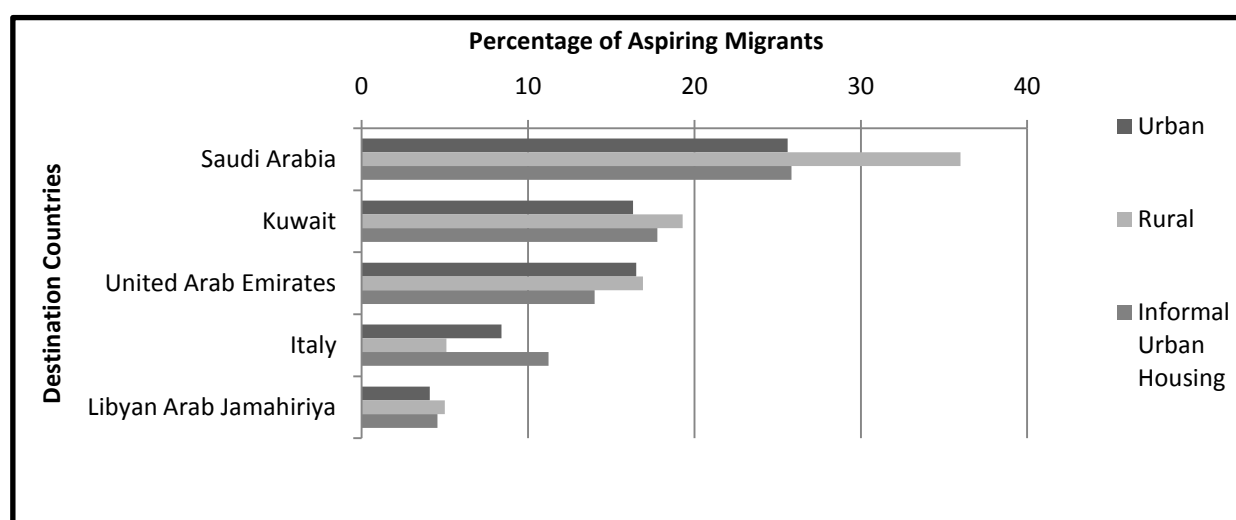


Figure 5.2.3 shows the respondents' top destination countries, by residence. Although Saudi Arabia was the most popular destination among migration-aspiring youth from both urban and rural areas, a higher percentage of rural respondents (36%) than urban (25.6%) and those living in informal urban areas (25.8%) preferred Saudi Arabia. Kuwait (18.1%) and the United Arab Emirates (16.7%) were the second and third destinations most commonly cited.

Educational level also has an effect on preferred countries of migration. Illiterate youth are more likely to prefer to migrate to other Arab countries than are vocational secondary and university graduates. Twenty-five percent of illiterate youth stated they wanted to migrate to Libya, whereas only 4.6% of those with vocational degrees and hardly any of university graduates stated that they aspire to migrate to Libya.

Figure 5.2.3 Top destination countries among aspiring migrants aged 15-29, by residence, Egypt, 2009



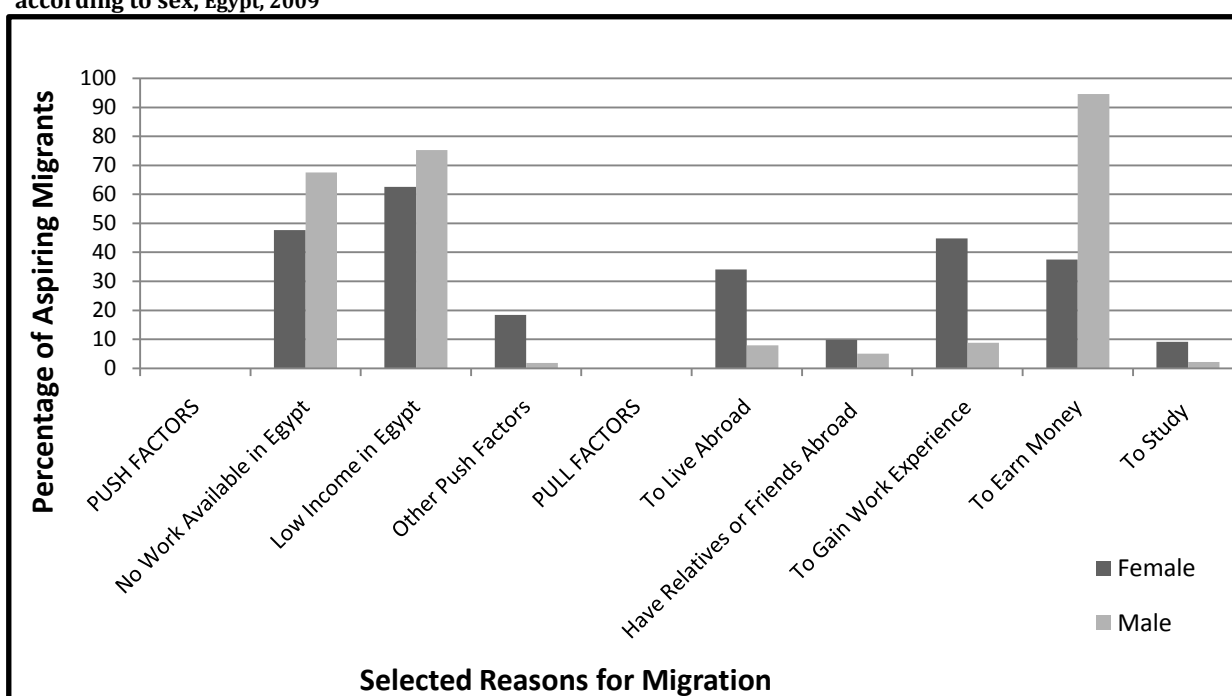


### 5.2.3 Reasons for Migration Aspirations

This section discusses reasons young people say they want to migrate and how their perceived quality of life influences their aspirations.

Figure 5.2.4 shows selected reasons for migration (push and pull factors) by sex.<sup>34</sup> Respondents reported that low income and lack of work are their main reasons for wanting to leave Egypt. Among the different pull factors to destination countries, an overwhelming 94.6% of males cited interest in earning money abroad. This finding is consistent with that above that those with unfavorable labor-market outcomes, such as the unemployed and those in unpaid family jobs, are more likely to want to migrate. No considerable difference was found between the 18-24 and 25-29 age groups with respect to their reported reasons for wanting to migrate.

**Figure 5.2.4 Percentage of aspiring migrants aged 18-29 and their selected reasons for migration, according to sex, Egypt, 2009**



Respondents with migration intentions were asked about their willingness to accept a job abroad that does not match their educational qualifications and/or occupational specialization. A remarkable 79.4% of migration-aspiring youth reported that they would accept an unsuitable job abroad. Moreover, males are more willing to accept unsuitable jobs (84.6%), compared to 53.9% of females stating that they would accept a job they do not think is suitable. Overall, those who come from settings with limited opportunities are more willing to accept an unsuitable job in comparison to those with more resources. This trend is apparent along the lines of educational level, residence, household wealth, and employment status.

Further analysis shows that respondents with existing social networks are significantly less likely to want to leave Egypt (13.1%) compared to those with fewer friends and less-established social connections (24.9%). In addition, 19.2% of those who reported positive

<sup>34</sup> Multiple responses were allowed for questions in Figure 5.2.4.

self-worth indicated plans to go abroad, while only 8.5% of those who reported feeling worthless showed a desire to leave Egypt.<sup>35</sup>

General uncertainty about one's future seems to have a U-shaped effect on youth. Among individuals who indicated great uncertainty about their future, 28.9% reported a desire to migrate. This percentage dropped to 14.3% among youth with moderate levels of uncertainty, but rose again to 25.5% among youth who expressed marked certainty about their future. The U-shaped effect could result from the desire of the least successful youth, who are uncertain about their future in Egypt, to look for opportunities abroad, while the most successful aspire to migrate as they are confident about their ability to find opportunities in foreign labor markets.

#### **5.2.4 Views on Ease of Regular and Irregular Migration**

In this section, we discuss the general perception that young people in Egypt have about the realities surrounding regular and irregular migration.<sup>36</sup> Some 16.4% of migration-aspiring respondents perceive regular migration as easy. We found that those with established communication networks, such as older or married youth, are more likely to perceive regular immigration as easy. Those aged 25-29 were more likely to hold this belief (19.8%) than individuals aged 18-24 (14.9%). Educational level also seems to have an effect; 13.4% of illiterate respondents indicated that regular migration is easy compared to 19.1% of university graduates and above. Among those hoping to migrate, 4.1% claim to know a person, hereby referred to as a broker, who can help with irregular migration.

We also looked at the countries that respondents named as easy regular and irregular migration destinations. They largely perceive Gulf countries and Libya to be the easiest destinations for regular migration. When asked about irregular migration, the majority of migration-aspiring youth reported that Italy and Libya were the easiest countries (36.4% and 34.7%, respectively). Greece (5.6%), Sudan (5%), the United States of America (2.6%), and France (2.1%) were the next most common responses for countries considered to be easy destinations for irregular migration.

### **5.3 INTERNATIONAL MIGRATION EXPERIENCE**

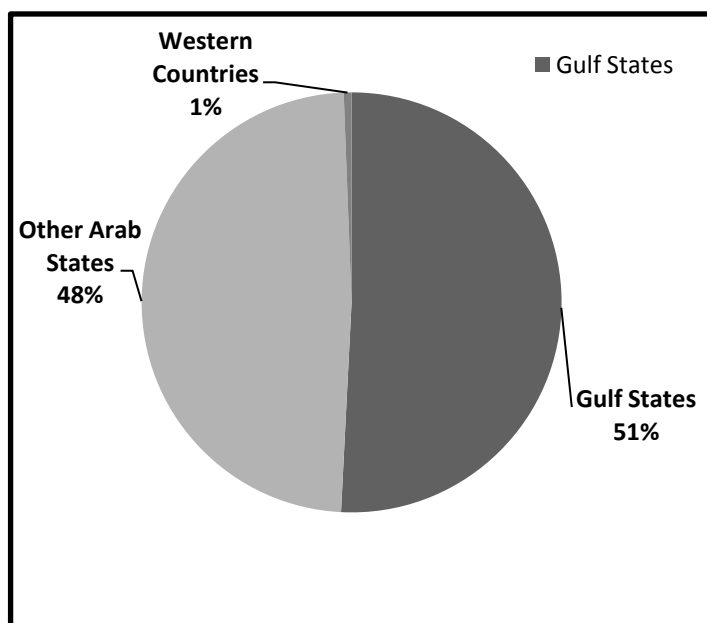
In this section, we discuss experiences of respondents who migrated in the past and returned to Egypt before the SYPE data collection in 2009. The figures in this section do not necessarily reflect the proportion of young people migrating on their own as adults. Some who reported past migration experiences may have gone abroad to accompany their parents: More than a third of the sample of past migrants aged 18-29 departed more than 15 years prior to 2009, suggesting that their migration was possibly to accompany their migrant parents.

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<sup>35</sup>Information on feelings of self-worth is part of the mental health and social development module of SYPE.

<sup>36</sup> In accordance with the IOM Glossary on Migration (2004), we use the term "regular migration" to refer to migrants who possess the necessary authorization or documents required in order to enter, stay, or work in a country. Alternatively, we refer to "irregular migration" in reference to individuals who do not possess these legal documents. In both SYPE and this chapter, unless we explicitly describe migration as regular or irregular, "migration" incorporates both regular and irregular migration.

**Figure 5.3.1 Distribution of migration regions among past migrants aged 18-29, Egypt, 2009**



Overall, 1.8% of respondents aged 18-29 had migrated to other countries in the past (132 observations). The small incidence of migration among respondents is not surprising. For past migrants to have been captured in the survey, they must have migrated and returned, which would not have been possible because of their young age. Consistently, the incidence of migration is larger among the older category of 25-to-29-year-olds compared to those aged 18-24.<sup>37</sup> Current migrants are not captured in the survey and therefore, their absence in the data may underestimate migration among the young.

Not surprisingly, the incidence of migration experience increases with educational level. However, this variation may also be linked to age, because those who have progressed to university are older. We also see that wealth might play a role in determining international migration opportunities; 3.5% of respondents in the wealthiest households migrated in the past, in comparison to 1.3% of those living in the poorest households. However, we cannot distinguish between wealth acquired before migration and wealth acquired after migration. Therefore, we do not know, based on descriptive analysis alone, if wealth drives migration or migration drives wealth.

Figure 5.3.1 shows the distribution of the migration-destination regions among past migrants. The five most common migration destinations were Libya, Saudi Arabia, Kuwait, United Arab Emirates, and Jordan. However, there is significant variation by residence; Saudi Arabia was the most common destination among urban respondents (47.2%), while Libya was the most common among those from rural areas (55.1%). In contrast, only 16.6% of young urban migrants went to Libya and only 14.3% of those from rural areas migrated to Saudi Arabia.

The destinations of international migrants by educational attainment show that the majority of the young uneducated or unskilled migrants went to Libya, while the destination for the highly educated was Saudi Arabia: 83.4% of all illiterate young international migrants went to Libya, while 46.9% of university graduate migrants went to Saudi Arabia. Males cited mainly low income and lack of work opportunities as the primary reasons for migrating. Most males also said that gaining experience was a significant pull factor. The most common pull factor for females was having relatives/friends abroad. With

<sup>37</sup> The higher incidence of migration among older respondents may also result from changes in trends in migration. As seen in Chapter 1, there was a gap in the population of males aged 25-29, which was attributed to these males being migrants. The gap is observed for those aged 25-29 and not for the group aged 20-24 reflecting the increase in migration outflows that occurred in the early 2000s.

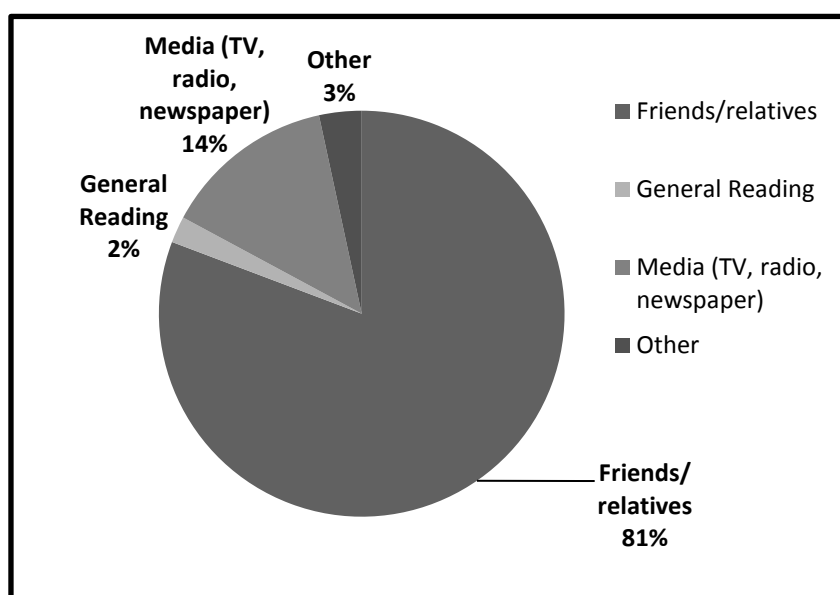
respect to migration experiences, we found that 32.5% of young migrating had valid work permits, while 21.5% had a work contract before reaching their destination country. Some 28% of young migrants worked in a job below their qualifications while abroad. Some 41.7% of those who migrated sent remittances during their time abroad. As many as 42.7% stated that they wanted to migrate again, indicating an inclination towards repeated migration. Overall, 77% of young migrants evaluated their migration experience as good. More than 50 percent of past migrants reported that they found that their country of destination matched their expectations based on the information they had received before leaving Egypt.

## 5.4 SOCIAL NETWORKS

Past research on migration intentions suggests that information about migration and the process of migration itself appears to operate largely through friends and family networks rather than official sources. A connection between networks of relatives and friends living abroad and the formation of migration aspirations was observed. While only 14% of respondents who were not aspiring to migrate reported having migrants in their networks, 55% of those aspiring to migrate reported having friends or relatives who are migrants. An even larger percentage of those with connections abroad was reported among those aspiring to migrate to the West (65%). However, as seen in Figure 5.2.4, having relatives/friends abroad is not among the top reasons cited for wanting to migrate. Therefore, networks could be facilitating migration but not motivating it.

Naturally, whether or not they aspire to migrate, young people have migrants as part of their network are more likely to report being in continuous contact with their relatives as opposed to their friends. Sixty-seven percent of those who have migrants in their network reported being in continuous contact with their relatives, whereas 27% were in contact with friends. Those aspiring to migrate, however, were relatively more likely to

**Figure 5.4.1 Distribution of sources of information about destination country among aspiring migrants aged 18-29, Egypt, 2009**

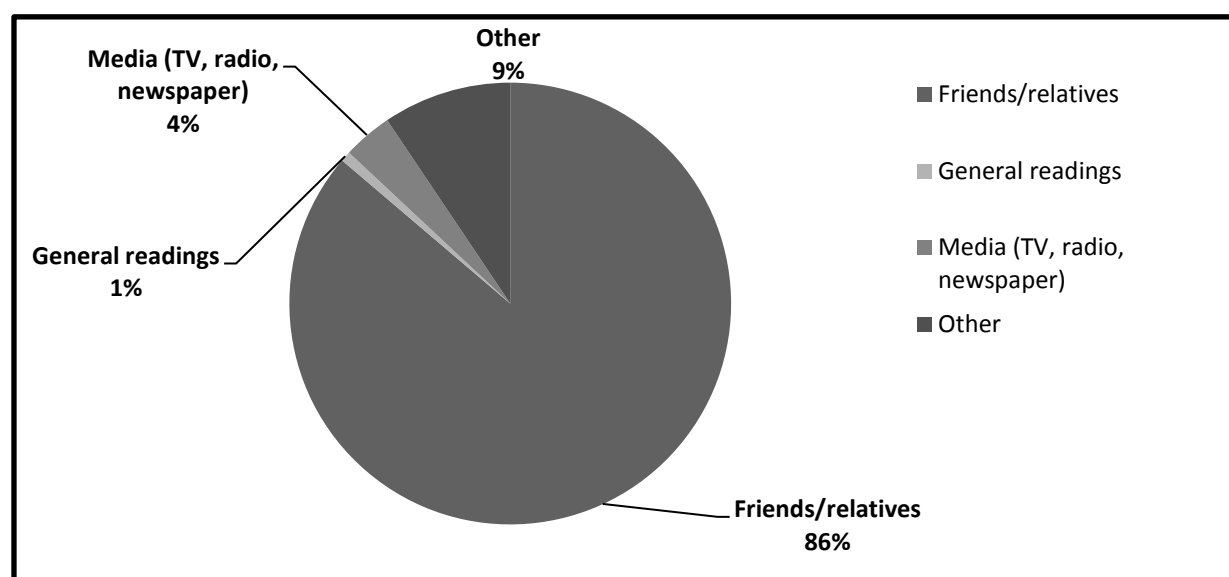


report being in continuous contact with friends (39%). This percentage is even higher for those aspiring to migrate to the West (45%). Perhaps the young become more interested in migration as a result of continuous contact with migrant friends. The causality may also work the other way around: because they aspire to migrate, young people maintain contact with their migrant friends in order to obtain migration-related information and support.

Aspiring migrants were asked about who would provide them with the information needed for migration. As seen in Figure 5.4.1, 81% said that friends and relatives are their source of information n about migration destinations. Networks are an even more important source of information in rural areas (85%) and in informal urban areas (81%) compared to urban areas (72%). They did not specify whether friends/relatives providing information were living in Egypt or lived abroad.

Respondents who were past migrants were also asked about their source of information about their migration destinations. As seen in Figure 5.4.2., friends and relatives were the most frequent source of information (86%) for this group.

**Figure 5.4.2 Distribution of sources of information about destination country among past migrants aged 18-29, Egypt, 2009**



With respect to help in migrating (Figure 5.4.3), networks in Egypt appear to be more important than networks of friends and relatives abroad<sup>38</sup>. Of the 40% of aspiring migrants who expected to receive help from someone in order to migrate, more than 75% expected assistance from networks in Egypt (particularly relatives), while only 18% said they knew people abroad who might help them migrate. The types of help they were expecting to receive are not specified but could include help with migration logistics and/ or help in financing the costs of migration.

Past migrants were also asked about who helped them to go abroad (Figure 5.4.4): 62% reported relatives and friends in Egypt as their source of help.<sup>39</sup> While social networks in Egypt are more important than networks abroad in terms of providing help to migrate for both aspiring and actual migrants, actual migrants are relatively more likely to report receiving help from their network abroad. While 18% of aspiring migrants expected friends and relatives abroad to help them migrate, 32% of past migrants reported that they received help from their network abroad.

<sup>38</sup> However, networks in Egypt may include relatives/friends that previously lived abroad.

<sup>39</sup> For past migrants who bore migration costs, more than half reported that their parents paid these costs.

Figure 5.4.3 Distribution of people expected to help in migration among aspiring migrants aged 18-29, Egypt, 2009

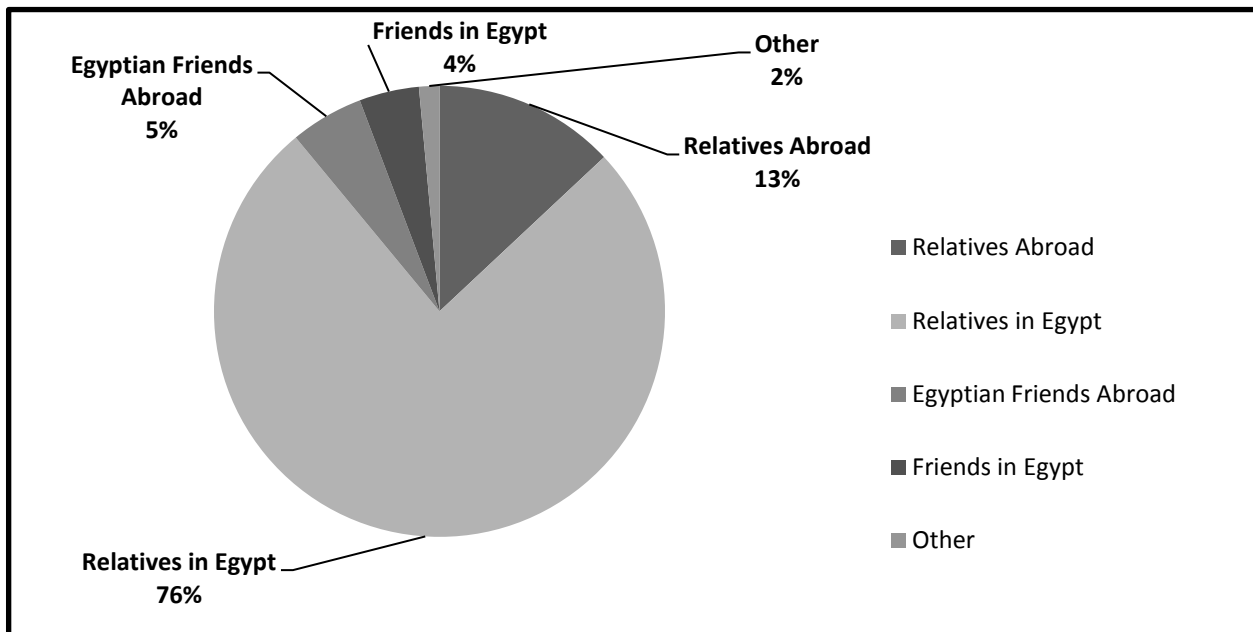
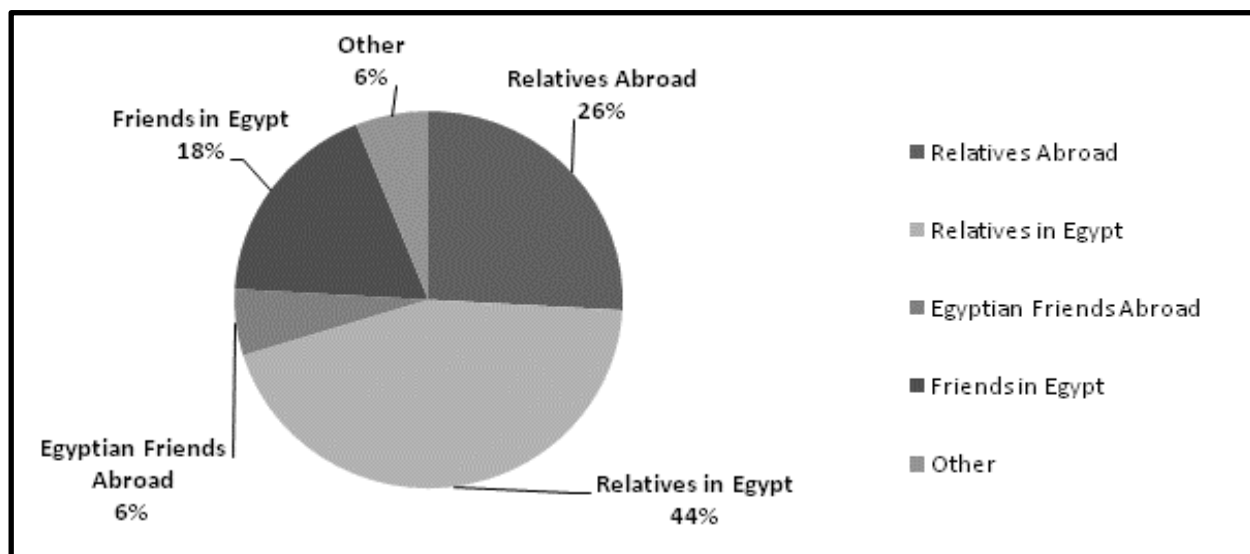


Figure 5.4.4 Distribution of people who helped in migration among past migrants aged 18-29, Egypt, 2009



## 5.5 CONCLUSION

This chapter examined migration aspirations and experiences among young Egyptians. Migration aspirations serve as a predictor of future migration outflows and, hence, are important to study. Eighteen percent of respondents said they intended to migrate in the future, 68% of them intended to migrate to Arab countries, and 21% intended to migrate to the West. Saudi Arabia, by Kuwait, and the United Arab Emirates are the most frequently desired destinations. Close to 90% of those who intend to migrate would like to stay abroad only temporarily. This percentage decrease for those who want to move to the West (82%), especially among those with university degrees (78%).

Males are more likely than females to want to migrate. One in three males aspire to leave Egypt. Migration intentions decrease with age. The incidence of migration aspiration increases with educational attainment, particularly for those wanting to migrate to the West. Similarly, aspirations for migration to the West increase with wealth.

Lack of jobs and low income are important factors that respondents see as reasons to leave Egypt. Consistently, migration intentions are the highest among unemployed youth: 39% of young unemployed males intend to migrate. Close to 80% of respondents intending to migrate are willing to accept jobs unsuitable to their educational specialization while abroad.

Among those who have migrated in the past, about 40% sent remittances. More than 40% of them expressed the desire to migrate again in the future, and 77% indicated they had a good migration experience.

Social networks play an important role in facilitating migration. More than 80% of respondents who plan to migrate indicated that friends and relatives are their sources of information about migration destinations. Networks in Egypt are also important for providing help needed for migration for both those who migrated in the past and those aspiring to migrate in the future.

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## Chapter 6 MARRIAGE AND FAMILY FORMATION

### 6.1 INTRODUCTION

Marriage is an important marker of adult status in Egypt, and thus a critical event in young people's lives. Along with completion of education and entry into the labor market, marriage is one of the key components of the transition to adulthood for young Egyptians and throughout the Middle East and North Africa region (Dhillon et al. 2009). The rising cost of marriage and delayed marriage in Egypt has therefore received considerable attention among both academic and policy circles, as marriage delay has been argued to contribute to the phenomenon of stalled transitions to adulthood, or "waithood" among the young (Singerman 2007; Assaad and Barsoum 2009; Dhillon et al. 2009).

In this chapter we use the SYPE module on marriage and family formation to examine several dimensions of union formation that are important to young people in Egypt today. In Section 2 we begin by examining the prevalence of different marital statuses across the population of Egypt as a whole. The remainder of the chapter focuses on those aged 15 – 29, beginning in Section 3 with an overview of the marriage rate across a variety of socioeconomic and demographic background factors. Following this overview we discuss early marriage and marriage characteristics, including consanguinity, living arrangements, spousal communication, and marital happiness. In Section 5 we turn to spouse selection, addressing the characteristics that young people look for in a partner, as well as how married respondents met their spouses.

Section 6 focuses on the cost of marriage and how it is divided between the brides' and grooms' families. This section also includes a discussion of what young people perceive to be the most important problems facing young couples preparing to marry today, as well as how they think those problems should be addressed. Finally, in Section 7 we provide a brief discussion of fertility intentions.

SYPE collected data on marriage and fertility only for respondents aged 15–29. Until the passage of the Child Law amendments, the legal age of marriage in Egypt was 18 for males and 16 for females. Since that law took effect in June 2008,<sup>40</sup> the legal age of marriage for females has been raised to 18. Therefore, most SYPE respondents surveyed came of marriage age under the old law, and the youngest cohorts who were administered the SYPE marriage module have not yet reached the legal age of marriage.

### 6.2 MARRIAGE UNIVERSALITY

The SYPE youth sample is too young a group with which to provide an assessment of the universality of marriage in Egypt, so we use data from the nationally representative SYPE household sample to provide a picture of marriage prevalence across the entire population. As can be seen from Table 6.2.1, 58.0% of males and 60.8% of females aged 15 and older are currently married.<sup>41</sup> Young men are considerably less likely to be ever-married than young women. This finding is consistent with men's later average age at marriage, discussed below. Marriage becomes universal among women in their early

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<sup>40</sup> "Law no. 126 for 2008" (Arabic only) <http://www.egypt.gov.eg/english/laws/>

<sup>41</sup> Figures on marriage rates differ from those provided in the first chapter of the report because rates in Chapter 1 were calculated for those aged 10 and older.



thirties and among men in their mid-thirties. It remains nearly universal among the older age groups for both sexes, with 99.7% of males and 98.2% of females aged 50 and above being ever-married. However, widowhood is much more common among females than males, perhaps a consequence of husbands' being usually older than their wives and of the greater life expectancy among females, which in Egypt is six years greater than that of males.<sup>42</sup> In addition, remarriage rates tend to be higher among men, thereby reducing the likelihood of being recorded as "widowed."

Table 6.2.1 Percentage of Egyptians, by sex and age group, according to marital status, 2009									
Age group	Married	Widowed	Divorced	Separated	Signed contract	Engaged	Never married	Total ever-married	Median age at marriage
<b>Males</b>									
15-17	0.0	0.0	0.0	0.0	0.0	0.9	99.1	0.0	NA
18-24	5.0	0.0	0.0	0.0	0.6	7.0	87.3	5.7	20
25-29	40.8	0.1	0.2	0.1	1.4	12.5	45.0	42.5	23
30-34	80.8	0.2	1.0	0.0	0.5	3.4	14.1	82.5	26
35-39	94.2	0.2	0.6	0.3	0.2	0.4	4.2	95.4	26
40-44	97.7	0.1	0.7	0.0	0.0	0.0	1.6	98.4	26
45-49	97.5	0.4	0.2	0.3	0.0	0.1	1.5	98.5	25
50+	92.3	6.9	0.3	0.2	0.0	0.0	0.3	99.7	25
<b>Total</b>	<b>58.0</b>	<b>1.6</b>	<b>0.3</b>	<b>0.1</b>	<b>0.3</b>	<b>3.4</b>	<b>36.2</b>	<b>60.1<sup>a</sup></b>	<b>25<sup>b</sup></b>
<b>Number of males</b>	<b>9,971</b>	<b>269</b>	<b>53</b>	<b>21</b>	<b>63</b>	<b>586</b>	<b>6,184</b>	<b>17,147</b>	<b>10,314</b>
<b>Females</b>									
15-17	2.3	0.0	0.0	0.0	0.0	12.1	85.6	2.3	16
18-24	35.9	0.2	0.6	0.2	1.8	14.2	47.1	38.7	18
25-29	77.8	0.5	1.9	0.3	0.3	3.3	15.9	80.8	20
30-34	87.2	1.8	1.9	0.6	0.3	0.5	7.8	91.7	20
35-39	90.5	3.3	1.9	0.5	0.0	0.0	3.8	96.2	19
40-44	87.4	7.5	1.7	0.9	0.0	0.0	2.5	97.5	19
45-49	82.9	13.3	1.8	0.6	0.0	0.0	1.4	98.6	19
50+	55.5	40.3	1.8	0.7	0.0	0.0	1.8	98.2	18
<b>Total</b>	<b>60.8</b>	<b>10.9</b>	<b>1.4</b>	<b>0.5</b>	<b>0.4</b>	<b>4.5</b>	<b>21.6</b>	<b>73.5<sup>a</sup></b>	<b>19<sup>b</sup></b>
<b>Number of females</b>	<b>10,201</b>	<b>1,786</b>	<b>235</b>	<b>80</b>	<b>69</b>	<b>732</b>	<b>3,639</b>	<b>16,742</b>	<b>12,265</b>
a Computed for those aged 15 and older									
b Computed for those aged 18 and older									

Turning to the final column of the table, we see that the median age at marriage is higher among males across all age groups. The median age at marriage must be interpreted carefully for the younger age groups, because by definition this measure captures only those who have already married; those who will marry at later ages are not accounted for. Focusing instead on the groups from age 30 and older, we see that the median age at marriage has increased for both males and females. Among males (females), it rose from 25 (18) among those now aged 50 and older to 26 (20) among the younger cohorts. However, across all cohorts age 30 and older, a gender gap in age at marriage of at least six years has remained.

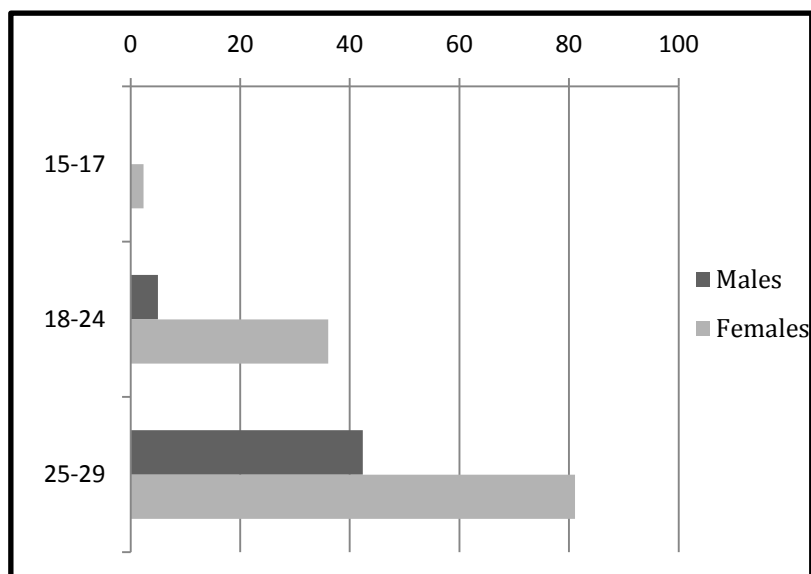
### 6.3 MARITAL STATUS AMONG THE YOUNG

Overall, 40.6% of young females and 13.3% of young males aged 15– 29 are married. Figure 6.3.1 breaks down the proportion of those who are currently married by sex and age group. The marriage rate for males younger than age 25 is very low, with only 5 percent of those aged 18–24 being currently married. A large proportion of men marry in their late 20s; just over 40% of men aged 25 – 29 are married, and an additional 12.5% are

<sup>42</sup> Life expectancy at birth is 75 years for Egyptian women and 69 years for men. Data are from the Population Reference Bureau Data Finder, <<http://www.prb.org/DataFinder.aspx>>. Accessed 25 September 2010.

engaged (see also Table 6.2.1). Women, in contrast, tend to marry at younger ages; 36% of females aged 18–24 and 81% of those aged 25 – 29 are married.

**Figure 6.3.1 Percentage of young people aged 15-29 who are currently married, by sex and age group, Egypt, 2009**

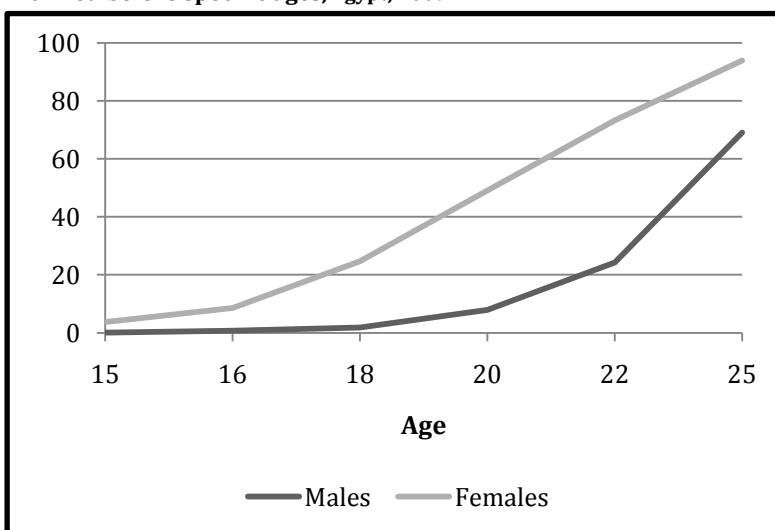


A very small proportion of women and an even smaller proportion of men aged 25–29 are divorced, widowed, or separated. This finding likely reflects the young age of the survey population. Overall, 0.09% of young males and 1.3% of young females have been but are not currently married. This proportion constitutes 0.74% of the ever-married males and 3.1% of the ever-married females in the sample. In addition, 1.0% of currently married males and 1.1% of currently

married females were in their second marriage. Because of the small size of the previously married group, the remainder of the chapter looks only at currently and never-married youth.<sup>43</sup> Because few currently married young people have had multiple marriages, they are not included in the analysis.

Both males and females residing in rural areas and informal urban areas are more likely to be married than their urban counterparts (see Table A6.1 in the Appendix). Marriage is particularly prevalent among young females in rural Upper Egypt and the Frontier governorates where 48% and 47% of females are married, respectively. For both sexes the marriage rate is also highest among the illiterate, at 26.7% of young males and 62.5% of females. The low rate of marriage among the young with read-and-write, preparatory, and general secondary levels of education probably reflects the circumstance that most respondents in these categories are still in school. At the vocational secondary level, which is usually terminal, 19.8% of males and

**Figure 6.11 Percentage of married young people aged 25-29 who were married before specific ages, Egypt, 2009**



<sup>43</sup> Analysis by background characteristics indicates that previously married females differed from the rest of the young female population only in that they were more likely to be in lower wealth quintiles, but this may be an outcome of marital disruption rather than a cause of it.

58.9% of females are married. These figures decline to 14.3% and 42.1% of university-educated males and females, respectively. Among both sexes it is very uncommon to remain in school when married.

Just under 60% of young female who are out of school and out of the labor force are married, compared to only 31% of those engaged in wage employment. This suggests that young women may experience some conflict between work and marriage; however the direction of the causality cannot be determined with these descriptive statistics. Some women may work in order to save for marriage and stop working when they marry (Amin and Al-Bassusi 2004). Among males, in contrast, the employed and self-employed are considerably more likely to be married than are those who are out of school and out of the labor force, most likely because employment is important in order for young men to accumulate the sums required to marry in Egypt (Assaad et al. 2009). Across wealth quintiles, the marriage rate is similar, except that both males and females in the highest quintile are less likely to be married. This finding may reflect the point that wealthier individuals are more likely to obtain a higher education and thus postpone marriage while they are in school.

Figure 6.3.2 indicates that early marriage in Egypt is largely a female phenomenon. Twenty-five percent of currently married females aged 25–29 were married before age 18, compared to only 2% of males of the same age. Furthermore, 4% of currently married females in this age group were married before age 15, and 9% before age 16, whereas negligible proportions of males are married so young. However, the incidence of early marriage among women appears to be declining; among currently married women aged 45–49 at the time of the SYPE survey, 18% were married before age 16 and 37% before age 18.

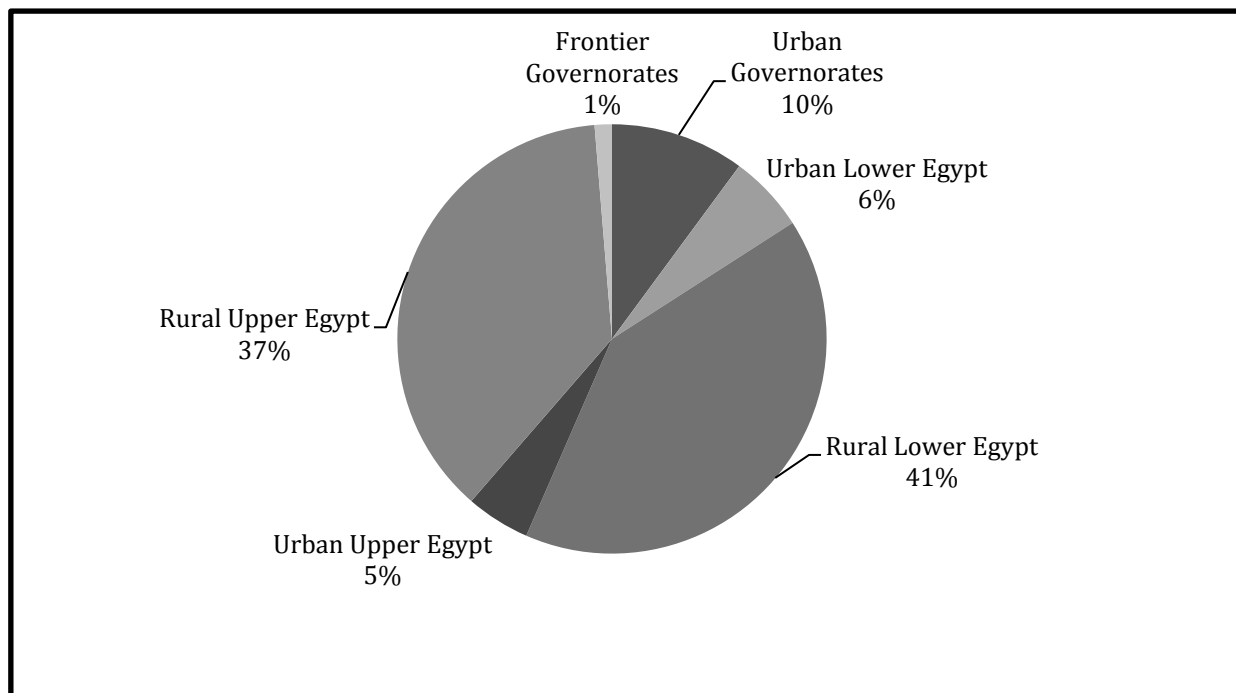
Early marriage is most common among females who reside in rural areas and among those who have low educational attainment. Eleven percent of currently married females in rural areas were married before age 16, and 30% before 18. Early marriage is even more pronounced in rural Upper Egypt, where 15% of currently married females were married before age 16, and 38% before 18. In urban areas these numbers are more than halved: 4% of females were married before age 16 and 13% before age 18 (see Table A6.2 in the Appendix). Figure 6.3.3 shows the composition of currently married females who were married before age 18 by residence. Some 37% live in rural Upper Egypt and 41% in rural Lower Egypt.<sup>44</sup>

Among currently married females who are illiterate, 21% were married before age 16 and 48% before age 18 (see Table A6.2). Although the proportion of females who marry before age 16 falls to low levels at higher educational attainments, among those with vocational secondary education, 14% were married before age 18. Currently married university-educated women were much less likely to have married early, with less than 1% marrying before age 18. Again, this finding is consistent with the data given above that indicate that young people are unlikely to remain in school once they are married (or unlikely to marry until they finish their education). Therefore, among more educated women we should expect to see marriage delay.

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<sup>44</sup> The figure is comprised of females aged 25–29 only, in order to avoid censoring.

Figure 6.3.3 Composition of married females aged 25-29 who were married age 18, by residence, Egypt, 2009



#### 6.4 CHARACTERISTICS OF MARRIAGES AMONG THE YOUNG

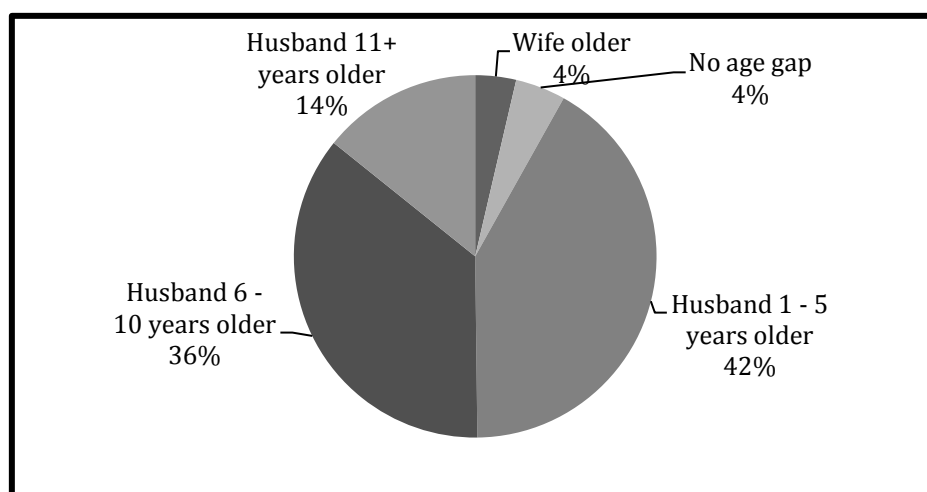
Overall, 34.4% of marriages among the young are consanguineous. Approximately 60% of these marriages are to first cousins. Consanguinity is most common among females aged 15-17 among whom 63.7% are married to a relative (see Table A6.3 in the Appendix). This group may capture early-marrying girls, who are more likely to be in consanguineous marriages. Consanguinity is also more common in rural areas and is particularly prevalent in Upper Egypt, where over half of all marriages are consanguineous. These findings are consistent with previous results obtained using the Egypt Labor Market Panel Survey (ELMPS) 2006 (Elbadawy 2009).

Less-educated and poorer young people are also more likely to be in consanguineous marriages, 44% of those in the lowest wealth quintile are married to a relative, whereas only 22% of those in the highest wealth quintile are. The profile of youth in consanguineous marriages suggests that these young people may marry relatives because their disadvantaged socioeconomic position limits their access to other networks through which they might meet potential spouses. Consanguinity may also be a strategy to reduce the costs of marriage; relatives may be less demanding during marriage negotiations (Hoodfar 1997; Singerman 2007). Indeed, we found that the average cost of marriage for male (female) youth in consanguineous marriages was approximately 8,500 LE (10,000 LE) less than for their peers who were not married to a relative.

In marriages of young women, the husband is, on average, six years older than the wife; the average husband-wife age gap is seven years among young married females and three years among young married males.<sup>45</sup> Figure 6.4.1 shows that in the vast majority of such marriages the husband is one to ten years older than the wife. In only 8% of marriages is

<sup>45</sup> The spousal age gap is calculated for the first marriage for those who have had multiple marriages.

**Figure 6.4.1 Distribution of marriages by husband-wife age gap among married young people aged 15-29, Egypt, 2009**



there no age gap or is the wife older than the husband. For 14 percent of married youth the husband is 11 or more years older than the wife. Furthermore, when we look at the marriages of young females only, such large spousal age gaps are even more common. Among

married female youth, 19% are married to husbands who are 11 years older or more. Females married young are generally more likely to be considerably younger than their husbands. For 37% of girls married by 16, husbands were 11 years older or more; 26% of the girls married by 18 had the same spousal age gap.

Marriage in Egypt is traditionally patrilocal, as is reflected in the SYPE data. Forty percent of married male youth and 36% of married female youth reported that they lived with the husband's family upon marriage (see Table A6.4 in the Appendix). Very small percentages of married youth lived with the wife's parents (0.8% of females and 1.4% of males) or with another person. The majority—58% of males and 63% of females—lived independently upon marriage. Wealthier respondents and those with more education were considerably more likely to live independently, as we might expect given that they are likely to be the ones most able to afford separate housing. Rural youth are two times more likely than those living in urban areas to live with the husband's family upon marriage, and co-residence is also more common in Upper Egypt, where half of youth lived with the husband's family after marriage. The youngest married females, aged 15–17, who are predominantly rural residents, are correspondingly more likely to live with their husband's families than are older married females.

Unmarried youth were asked whether they would be willing to live with their in-laws upon marriage, and responses to this question also demonstrate the expectation of patrilocal marriage. Fifty-four percent of unmarried young women said they would be willing to live with their in-laws upon marriage, compared to only 7% of young men (see Table A6.5 in the Appendix). Somewhat surprisingly, in both cases these figures are higher than the proportion of married males and females who actually lived with their in-laws, suggesting that young people's acceptance of the idea of living with in-laws upon marriage is not changing rapidly. Although consistently higher, when broken down by background characteristics, the distribution of unmarried youth willing to live with their in-laws upon marriage is otherwise fairly consistent with the distribution of married youth who actually did.

Eighty-eight percent of young married males and 83% of young married females reported having happy marriages. It is important to note, however, that there may be some social desirability bias in these responses that is contributing to such high figures. In general,

wealthier and more educated youth were somewhat more likely to report having happy marriages. However, this finding could be a product of reporting bias, in that respondents from better-off backgrounds may be less willing to say that their marriages are not happy.<sup>46</sup>

Married youth aged 15–29 were also asked about the quality of communication with their spouses on a variety of subjects. Overall, youth reported their marital communication to be good. Eighty-three percent of married males and females reported that they talked with their spouses about how things were going in their life “often” or “daily,” and 69% of both males and females reported talking about their marital sexual relations with the same frequency. Married males were, however, more likely to report talking to their (wives) frequently about problems at work or school, with 75% doing so, compared to 71% of females who speak to their husbands about such problems. Similarly, 78% of males reported talking about their plans for the future frequently, compared to only 68% of females.

The strongest predictor of communication quality was age; married youth aged 15–17, who are predominantly female, were considerably less likely to report frequent communication in all areas except marital sexual relations. Wealthier youth of both sexes were more likely to report frequent communication, although the difference was not very great; there was approximately a 10 percentage point gap between the highest and lowest wealth quintiles for each of the four topics. Again, this finding may result from wealthier respondents being more reluctant to report marital problems.

## **6.5 SPOUSE SELECTION**

Table 6.5.1 shows the characteristics youth saw as important in a spouse. The figures presented combine married and unmarried youth because for most characteristics the differences between these two groups were negligible. Again, with these data it is important to consider the potential for social desirability bias in the responses. Females were much more likely than males to mention financial factors, particularly that the spouse have a respectable job (25.5%) and an apartment (12.7%). Young women in higher wealth quintiles were more likely to say that it was important that a husband have a respectable job. The very low proportion of men who mentioned finances may be the result of the social expectation that husbands will pay for the marital residence and be the primary breadwinners upon marriage. However, education was mentioned by 27.9% of males and 22.8% of females as an important characteristic in a spouse. Education was more likely to be mentioned by those both sexes who were from higher wealth quintiles and who had more education than others. Education was also the only item on which there was a large difference across unmarried and married youth; whereas 27% and 29% of unmarried females and males, respectively, said that education was important, only 16% of married females and 19% of married males mentioned this characteristic.

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<sup>46</sup> It is a common observation among researchers and data collectors in Egypt that respondents from better-off backgrounds are often less open to talking about personal problems.

By far the most commonly mentioned factors among both males and females were related to personal character rather than socioeconomic characteristics. The great majority of respondents said that it was important for a spouse to be religious and polite. Males were more likely to mention virtue and beauty as qualities they desired in a spouse, whereas females were particularly likely to want a spouse with a strong personality. Approximately 20% of each sex mentioned love and mutual understanding. In addition, 27.6% of females mentioned that it was important that her husband “treat her well,” more than twice the percentage of males who mentioned this characteristic.

**Table 6.5.1 Percentage young people, by sex, according to their important specific characteristics in a spouse**

Characteristic	Females	Males
Polite	76.2	87.0
Religious	73.5	71.7
Treats him/her well	27.6	11.4
Strong personality	25.6	2.8
Has a respectable job	25.5	2.3
Educated	22.8	27.9
He and she love and understand each other	22.2	20.3
Has an apartment	12.7	0.8
Earns a large income	9.0	0.7
Their families are acquainted and like each other	8.9	13.8
Pretty/handsome	8.3	24.6
Rich	5.9	1.0
Is a relative	5.3	4.6
Virtuous	3.7	12.5
Owns land	3.2	1.3
Athletic/physically strong	0.6	0.4
<b>Number of respondents</b>	<b>5,872</b>	<b>4,860</b>
Note: Multiple answers were permitted.		

Respondents were also asked about their willingness to marry foreigners or Egyptians abroad. Overall, 35% of males said they would be willing to marry a foreigner. In contrast, very few female respondents said they were willing to marry a foreigner. Only 7% said they would be willing to marry a non-Egyptian Arab, and 3% a non-Egyptian or non-Arab. There was no significant variation in responses to this item across region, education, or wealth. However, 23% of females said that they would be willing to marry an Egyptian working abroad who was not previously known to them; females residing in Upper Egypt or the Frontier governorates were more likely than others to give this response (29% in both areas).

The SYPE data also indicate that marriage matching among the young overwhelmingly takes place through social networks rather than in institutional settings such as schools or the workplace. Overall, 47% of youth met their spouse through personal networks (friends and acquaintances), 34% through relatives, and 14% through neighbors (see Table A6.6 in the Appendix). Personal networks were a more common means of meeting spouses than through relatives among higher-educated, wealthier, and urban young people. In contrast, among rural residents and the least-educated youth, the two methods were approximately equal. This finding is consistent with the data discussed above showing that these are two of the populations among whom consanguinity is most common.

Overall, only 3% of youth met their spouses through school, work or another organized activity. Yet, as we might expect, wealthier, wage-employed, and more-educated youth were more likely to have met their spouse in such an institutional setting. This is particularly true for university-educated youth, among whom nearly 10% met their spouse through school, work, or another organized activity. There is potentially some social desirability bias contributing to the low proportion of youth who say that they met their spouse in an institutional setting; young women in particular may prefer to say that they met their husband through personal networks rather than through school or work. However, there is very little difference in how male and female respondents say that they

met their spouses. For example, 3.1% of males and 3.3% of female said they met their spouse in an institutional setting.

Finally, 93% of young married males and 57% of young married females said that they made the final decision to marry their spouse themselves (see Table A6.7 in the Appendix).<sup>47</sup> This large gender gap in decisionmaking is particularly severe among women who are younger, reside in rural areas, reside in Upper Egypt, have little education, and are from lower wealth quintiles. These are the same populations that are more likely to marry young, have consanguineous marriages and live with their in-laws, suggesting that in general, young, socio-economically disadvantaged girls are especially vulnerable to marriage outcomes that are associated with a lower degree of autonomy. This is particularly true for girls in rural areas.

## 6.6 COSTS OF MARRIAGE AMONG YOUTH

Costs of marriage in Egypt, whereby newlywed couples are expected to establish and pay for joint residence upon marriage, are substantial. By convention, men in Egypt are expected to provide housing for the joint residence upon marriage, while women are expected to purchase a large part of the household furnishings. Often the money used to purchase these furnishings comes from the brideprice (*mahr*) that the groom pays to the bride. Both parties also contribute to the costs of the marriage ceremonies. The SYPE survey provides a measure of the total cost of marriage, excluding housing, as well as a separate measure of the value of the jewelry presented as gifts to the bride (*shabka*). Among married youth, the average cost of marriage excluding housing was just over 35,000 LE.<sup>48</sup> Nonresponse on the marriage-cost survey items was common, however, particularly among female respondents.

As shown in Figure 6.6.1, the total costs of marriage increase substantially for youth in higher wealth quintiles, probably because these respondents and their families have higher expectations for their material standard of living upon marriage. The increase in costs of marriage across wealth quintiles appears to be primarily driven by increases in the cost of durable goods purchased for the joint residence, such as furnishings and the bride's trousseau (*gihaz*). As Figure 6.6.1 shows, the *shabka* almost doubles from 2,614 LE among married youth in the lowest wealth quintile to 4,989 LE among those in the highest. However, the *shabka* constitutes a much smaller percentage of the total costs of marriage in the higher wealth quintiles than it does in the lower.

The cost of marriage is also higher for more-educated youth, which is likely to be a product of the wealth effect (see Table A6.8 in the Appendix). Marriage costs are higher in the

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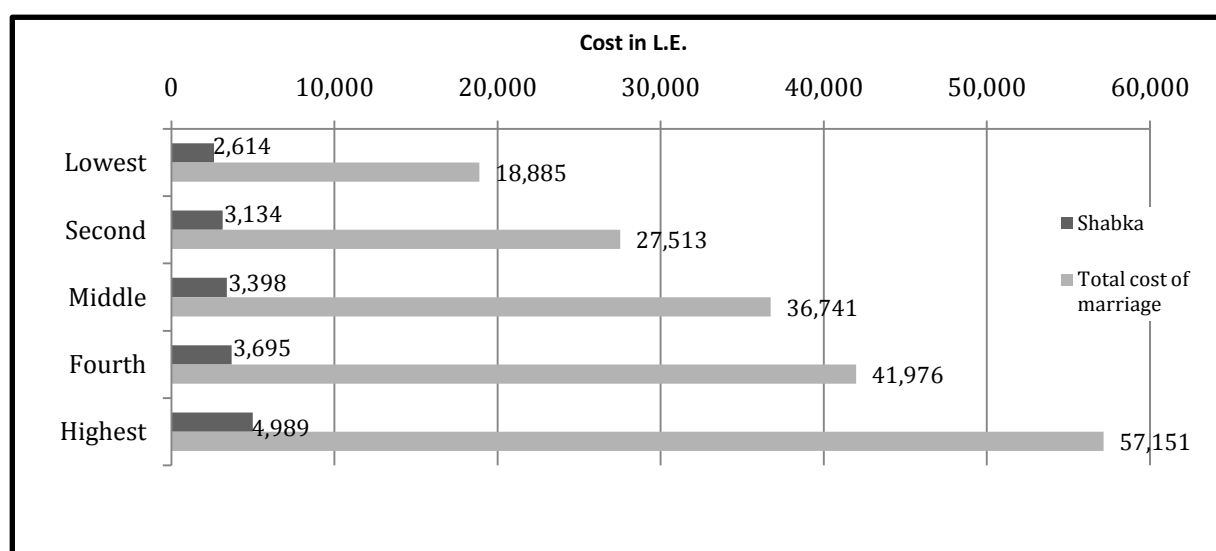
<sup>47</sup> Note that responses to this item may be sensitive to the question wording, which read "who made the final decision that you should marry your only/last husband/wife?" Coding for this item allowed the respondent to name only one person who was responsible for this final decision; there was no response item for a joint decision. The coding may thus contribute to the potential for social desirability bias, because females may not want to say that they made the decision themselves out of fear of seeming disrespectful to their families, especially when they are not given the option to say that the decision was made jointly.

<sup>48</sup> The median cost of marriage for both males and females is 30,000 LE. Note that marriage costs are not based on the year of marriage and therefore are not adjusted for inflation. Marriage years for the SYPE sample spanned the period from 1992 to 2009, with 93% of marriages occurring between 1999 and 2009.



urban governorates and Lower Egypt, where they average 39,517 LE and 42,006 LE, respectively. In Upper Egypt average marriage costs are 24,398; in both Upper and Lower Egypt costs are lower in rural than in urban areas. The lower cost of marriage in rural areas, and particularly rural Upper Egypt, is likely what drives the lower average cost of marriage among respondents aged 15-17 when compared with their older peers, because most of the married youth in this age group are females residing in rural areas.

**Figure 6.6.1 Average costs of marriage, excluding housing, among married young people aged 15-29, by wealth quintile, Egypt, 2009**



Interestingly, although males and females reported similar values for the cost of the *shabka* and the total costs of marriage, Table A6.8 shows that males and females each report their families' having paid a larger portion of the total marriage cost than the other side reports them having paid. For instance, whereas married males report themselves and their families as having paid approximately 20,000 LE total, married females report their husbands and their husband's families having paid around 18,000 LE.

Table 6.6.1 also addresses the division of the costs of marriage, breaking down the respective proportions of the total costs of marriage paid by the bride, the bride's family, the groom and the groom's family. Overall, respondents reported that the bride paid 4.0% of the costs, her family 39.0%, the groom 30.4%, and the groom's family 26.8%.<sup>49</sup> In general, grooms in urban areas contribute substantially more to the costs of marriage, relative to their families, than do grooms in rural areas. Employed grooms also contribute more of the costs relative to their families than do those who are unemployed or family workers. Both the bride's and groom's individual contributions are higher in higher wealth quintiles, and brides in urban areas also tend to make higher individual contributions. Although these trends may correlate with the availability of employment opportunities for youth, this possibility cannot be determined from these descriptive statistics.

<sup>49</sup> Again, with the exception of the bride's own contribution, males report the groom's side having paid more than females report them having paid, and vice versa (figures not shown in table).

**Table 6.6.1 Percentage of young men aged 15-29, by division of the total cost of marriage, excluding housing, according to background characteristic**

Characteristic	Bride	Bride's family	Groom	Groom's family	Total bride's side	Total groom's side
<b>Urban/rural residence</b>						
Urban	4.9	40.2	36.4	18.4	45.1	54.8
Rural	3.3	38.7	28.0	30.0	41.9	58.1
Informal urban areas	6.0	39.2	32.6	24.5	45.2	57.0
<b>Education</b>						
Illiterate	2.5	38.8	26.6	32.0	41.4	58.6
Read and write <sup>a</sup>						
Primary	3.5	38.7	31.3	26.5	42.1	57.9
Preparatory	3.2	39.5	30.6	26.7	42.7	57.3
General secondary	4.2	34.0	25.9	35.9	38.2	61.8
Vocational secondary	4.4	38.9	30.8	25.9	43.3	56.7
Post-Sec. institute	8.2	42.5	39.6	21.0	50.7	60.7
University and above	4.7	39.5	30.6	25.1	44.3	55.7
<b>Employment status</b>						
<b>In labor force</b>						
Wage employment	4.5	36.2	33.5	26.7	40.7	60.2
Employer/self-employed <sup>b</sup>	0.4	41.3	38.1	20.2	41.7	58.3
Unpaid family worker <sup>c</sup>	3.0	40.4	15.7	40.9	43.4	56.6
Unemployed search	7.8	39.1	24.6	28.4	46.9	53.1
<b>Out of labor force</b>						
Out of labor force and in school	0.0	50.7	29.3	20.0	50.7	49.3
Out of labor force and out of school	3.7	40.7	28.8	26.8	44.4	55.6
<b>Wealth quintile</b>						
Lowest	3.6	35.1	28.9	32.5	38.6	61.4
Second	3.2	39.5	26.9	30.4	42.6	57.4
Middle	4.3	39.6	30.1	25.9	43.9	56.1
Fourth	4.6	41.5	30.6	24.6	46.1	55.2
Highest	4.5	38.8	37.5	19.1	43.3	56.7
<b>Total</b>	<b>4.0</b>	<b>39.0</b>	<b>30.4</b>	<b>26.8</b>	<b>43.1</b>	<b>57.2</b>
<b>Number of respondents</b>	<b>1,043</b>	<b>1,043</b>	<b>1,043</b>	<b>1,043</b>	<b>1,043</b>	<b>1,043</b>

<sup>a</sup>This is a small group.

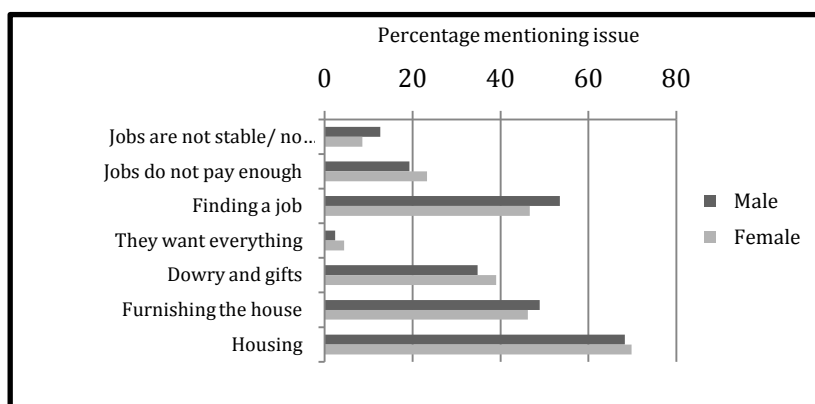
<sup>b</sup>This is a small group that is 89% male.

<sup>c</sup>This group is 86% male.

### 6.6.1 Perceptions of Problems Facing Young People Preparing to Marry

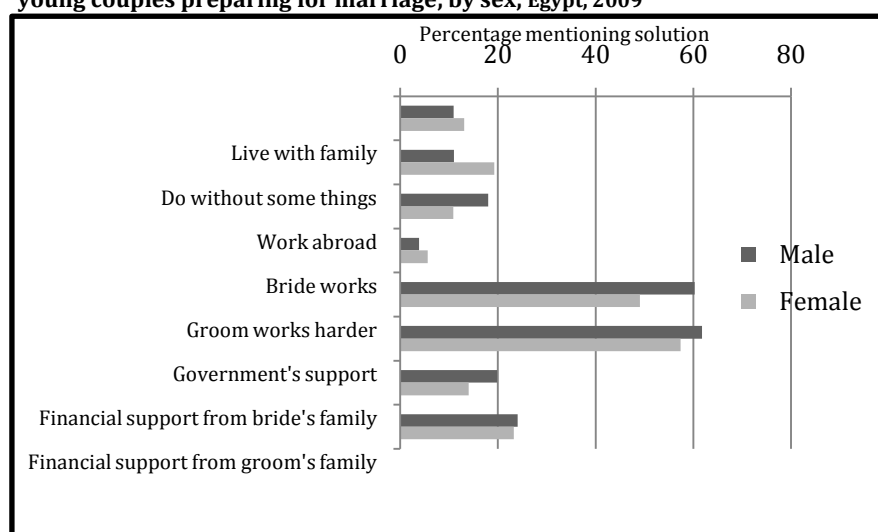
Corresponding with the financial challenges facing youth who hope to marry, housing was the most-cited problem facing this group. As shown in Figure 6.6.2, 68% of males and 70% of females mentioned housing as a major problem.<sup>50</sup> Other costs of marriage were also cited by a substantial proportion of respondents, but few saw high material expectations in general as a major problem. With regards to the labor market, finding a job was seen as the most important problem, with 54% of males and 47% of females mentioning this issue. Smaller proportions saw inadequate salaries or job instability as a major problem.

**Figure 6.6.2 Young people's perception of the major problems facing young couples for preparing for marriage, by sex, Egypt, 2009**



<sup>50</sup> Multiple responses were allowed in both Figures 6.6 and 6.7. Both figures are presented for married and unmarried youth combined, as differences across these two groups were very small.

**Figure 6.6.3 Young people's perception of how to solve problems facing young couples preparing for marriage, by sex, Egypt, 2009**



In terms of ways to address the challenges facing those preparing to marry, the majority of males and female mentioned two solutions: government support and the groom's working harder. Both were cited by approximately 60% of males, with 57% of females mentioning government support

and 49% the groom's working harder (see Figure 6.6.3).<sup>9</sup> Eighteen percent of males also mentioned working abroad, a solution that was less commonly given by young women. Only 4% of males and 6% of females said that the bride should work. However, financial support from the groom's, and to a lesser extent, the bride's families was mentioned by a larger number of respondents. Nineteen percent of females and 11% of males also said that couples should do without some things.

## 6.7 FERTILITY

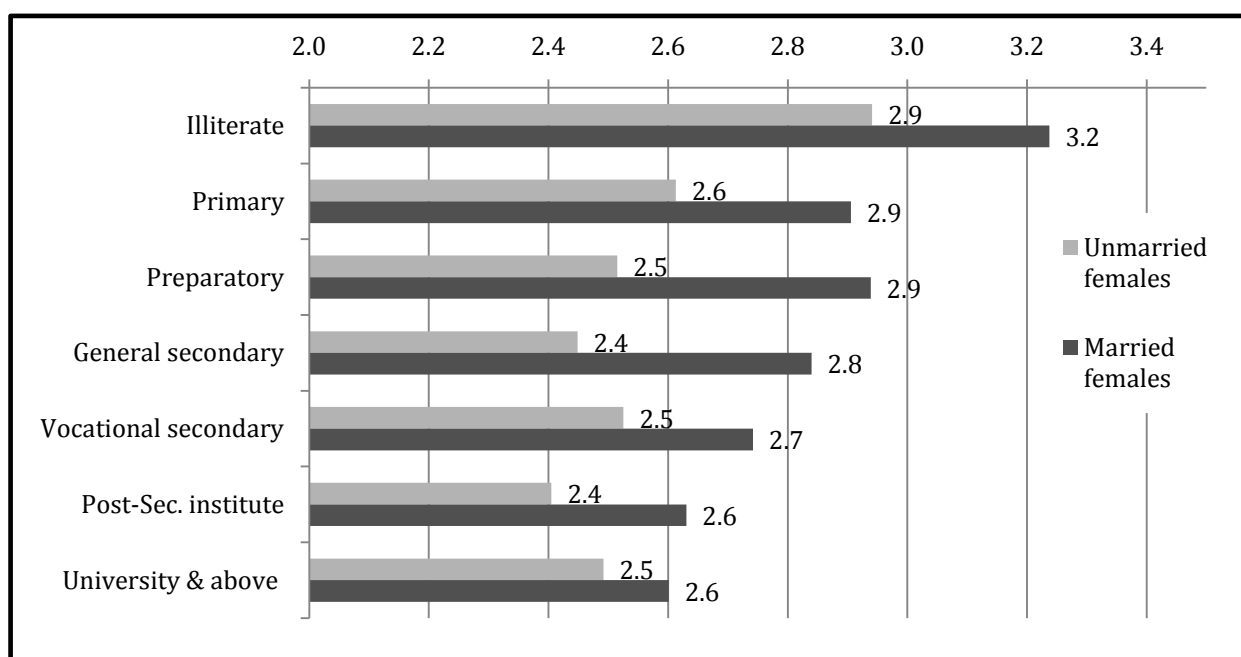
Unmarried and married youth were also asked about what they think is the ideal number of children that a couple should have. The ideal was lower among the unmarried, at 2.7 children for unmarried males and 2.6 for unmarried females, than the married, for whom the ideal number was 2.8 among males and 2.9 among females (see Table A6.9 in the Appendix). In all cases, these ideals are slightly lower than the current total fertility rate for Egypt, which is 3.0 (El-Zanaty and Way 2009). Ideal fertility is generally somewhat higher among those in rural areas and Upper Egypt, as well as among the less-educated and poorer respondents. The relationship between women's educational attainment, an important predictor of fertility decline according to demographic theory, and their stated ideal number of children is given in Figure 6.7.1. While the trend for married women is largely downward sloping, for unmarried women the relationship is somewhat less linear, but nevertheless negative.

Lastly, Table 6.7.1 presents a tabulation of married females' stated ideal number of children and the number of children that they had at the time of the survey.<sup>51</sup> Among women with only one child, 97% said that their ideal was higher; the majority of these desired two or three children. Similarly, among women with two children, approximately half said that this was ideal, whereas the rest thought that more than two was ideal. At higher parities a significant number of women stated that the ideal number of children was fewer than what

<sup>51</sup> The table does not include zero as either an ideal or actual number of children because only one married woman had no children and only one married woman (who had three children) said that having no children was ideal.

they currently had; this was true of nearly 50% of women with five or more children and nearly 30% of those with four children.

**Figure 6.7.1 Perceived ideal number of children among unmarried and married young women aged 15-29, Egypt, 2009**



Current number of children	Ideal number of children				
	1	2	3	4	5+
1	3.3	55.1	27.0	11.5	3.1
2	0.0	48.8	33.9	15.2	2.1
3	0.0	12.9	53.3	29.0	4.6
4	0.8	11.8	15.9	61.2	10.4
5+	2.5	7.6	10.9	27.9	51.1
<b>Total</b>	1.1	40.4	34.3	19.8	4.3

## 6.8 CONCLUSION

Marriage in Egypt is an important marker of the transition to adulthood, and is a nearly universal experience. In this chapter we used data from the SYPE family formation module to examine several aspects of marriage and fertility that are of importance to young people today. We found that females tend to marry at younger ages than males. Among the latter, only a very small proportion marry before the age of 25. Early marriage, measured here as marriage by the age of 16 or 18, is correspondingly a female phenomenon in Egypt, and is particularly prevalent among rural girls and those with low educational attainment. We found that this population of rural, socioeconomically disadvantaged females who are married young are at the greatest risk of a variety of marriage outcomes, including consanguinity and residence with in-laws, which are often associated with lower autonomy.

In terms of marriage matching, the young look for a variety of characteristics in a spouse, the most commonly mentioned of which were religiosity and politeness. The vast majority

of married respondents met their spouses through social networks, including neighbors and relatives. Personal characteristics and contacts appear to be central to young people's marriage market searches.

We also analyzed the cost of marriage in Egypt, which was found to increase substantially across wealth quintiles. On average, respondents and their families spent about 35,000 LE on total marriage costs, excluding housing, just under 60% of which was paid by the groom's side. The financial demands of marriage and setting up a joint residence, in combination with the difficulties young people face in finding a job, was an issue over which many were concerned. Additional support from the government, the groom, and families were the three most commonly suggested solutions for these challenges.

Finally, we found that respondents' ideal number of children is, on average, lower than the current TFR of Egypt among both males and females; a large majority that two or three children is ideal. As we might expect, the ideal number of children is higher among married females who already have four or more children. However, a significant percentage of females with larger families say that they have more children than is ideal. The ideal number of children for females also declines with educational level among both the married and the unmarried.

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## Chapter 7 SOCIAL ISSUES, VALUES AND CIVIC ENGAGEMENT

### 7.1 INTRODUCTION

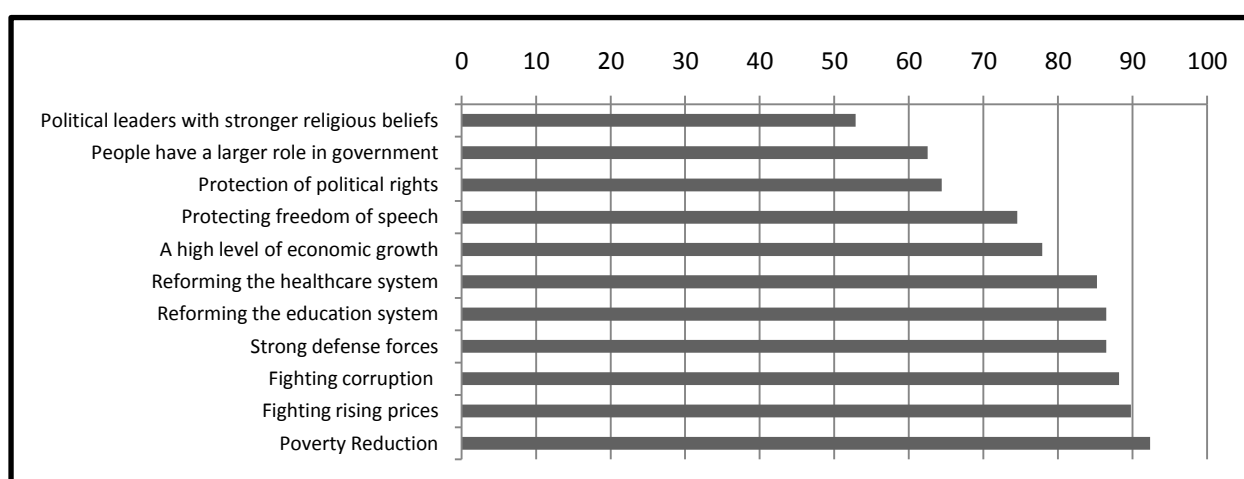
The perceptions young people have about their lives and the social issues that surround them shape their outlook toward the future and their involvement in their community, society, and country. The SYPE included questions on young people's perceptions about a number of social issues and social values as well as questions on their civic engagement and participation. Civic engagement can include volunteerism, organizational involvement, and electoral participation. It can also involve individual efforts to address an issue directly, working with other community members or by interacting with government institutions to resolve it. Civic engagement can also be described as "the sense of personal responsibility individuals should feel to uphold their obligations as part of any community"<sup>52</sup>. This chapter examines young people's perceptions, social values and civic engagement by describing their perceptions on social issues and their importance in the context of their country and the role of religion in their lives. It also describes their engagement in civic life including social networking, organizational memberships, and political participation. Finally, it looks at young people's perceptions about the existence of social values and trust and their outlook for the future.

### 7.2 KNOWLEDGE AND PERCEPTIONS OF SOCIAL ISSUES

#### Social Consciousness

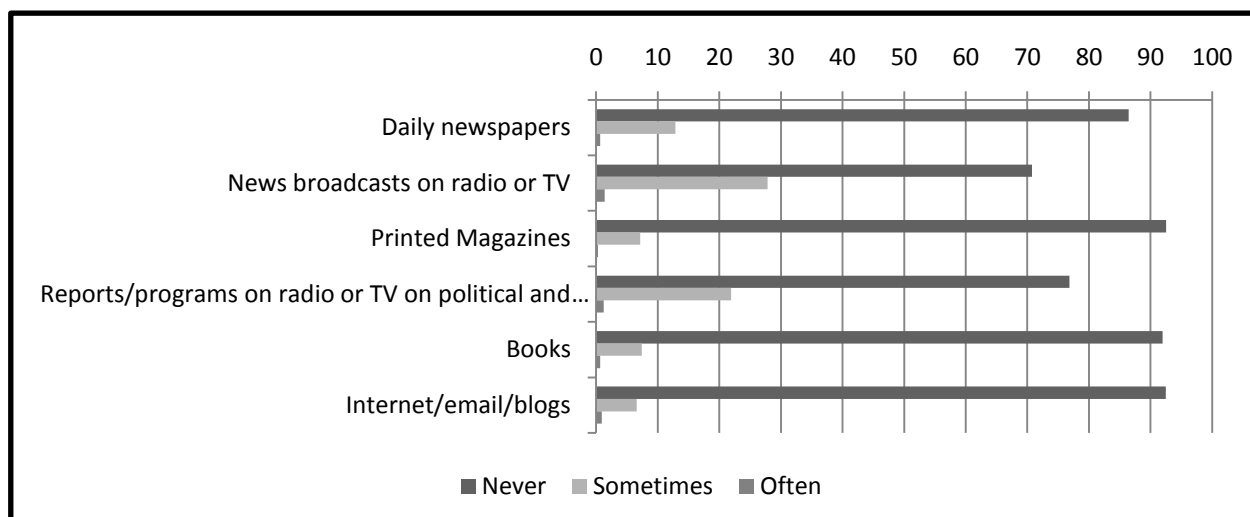
Young people's engagement in their societies can be measured through their awareness and knowledge-seeking behavior about issues that affect their communities, society, or country. In the SYPE, young people aged 15-29 were asked to rate the importance of a number of different issues facing Egypt. The majority reported all the issues listed as very important. Figure 7.2.1 shows the percent of young people reporting each issue as very important, in the order of greatest importance.

**Figure 7.2.1 Percentage of young people aged 15-29 reporting issue are very important for Egypt, by issue, Egypt, 2009**



<sup>52</sup> See <[http://en.wikipedia.org/wiki/Civic\\_engagement](http://en.wikipedia.org/wiki/Civic_engagement)>.

**Figure 7.2.2 Percentage of young people aged 15-29, using media in the past week, Egypt, 2009**



Poverty reduction is rated as a very important issue facing Egypt by the highest percentage of young people (92.4%), followed by curbing rising prices (89.9%) and corruption (88.2%). A strong defense and reforms in education and health were rated as very important by 85-86% of young people. Strong economic growth comes after a strong defense and social sector reforms with 77.9% rating it as an important issue. As for political freedom and inclusion, three-fourths (74.6%) of respondents believe protecting freedom of speech is a very important issue, and about two-thirds believe that protecting political rights (64.4%) and giving people a larger role in government (62.5%) are very important. Although the role of religion in politics is ranked the last among the list of issues, more than half of young people (52.9%) believe it is a very important issue.

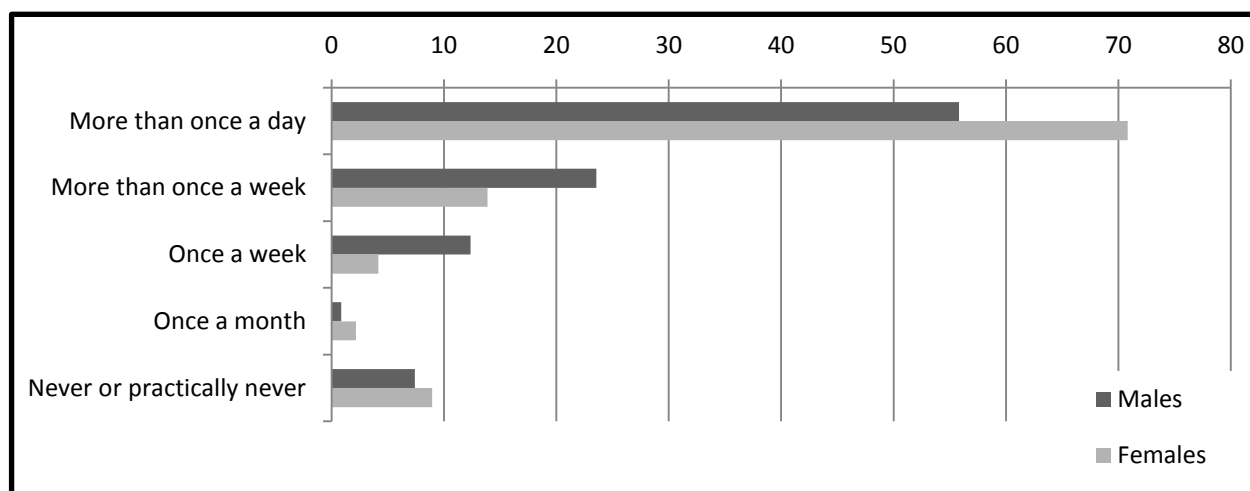
Social awareness about issues is shaped to a large extent by the media. Young people were asked about the frequency of their use of different media to obtain news and information. Figure 7.2.2 presents the results.

Over 70% of Egyptian young people reported that they never use any form of media. A fourth sometimes listens to news broadcasts on the radio or television and a fifth listens to news reports or programs through political or social channels on radio or television. Only 12.9% sometimes read a daily newspaper, and less than 10% of young people sometimes read a book or printed magazine, or use the Internet, email, or blogs. Where these young people obtain their information about the social issues that they rated as very important is, therefore, unclear.

## Religion

Religion plays an important role in the lives of young people in Egypt and in defining their identity. The vast majority (88.4%) of all young people identify themselves as religious; 2.6% identified themselves as very religious and 85.8% as religious; 11.6% said they were not religious. The respondents are mostly Muslim (96.5%); only 3.5% identify themselves as following another religion, likely Christianity.

Figure 12 Percentage of young people aged 10-29 reporting frequency of prayer by sex, Egypt, 2009



Young people pray daily; about two-thirds pray more than once a day. Given that the majority are Muslim and that Islam requires prayer five times a day, this finding is not surprising. The proportion of females who pray more than once a day is significantly higher than males (14 percentage points) (Figure 12 7.2.3). The rest generally pray more than once a week, or once a week and about 7.4% of males and 9.0% of females never or hardly ever pray.

Among Muslim females aged 15-29, 94.6% observe the Islamic code of dress. They wear '*hijab*' (covering head and body with the exception of the face and hands) and 5.1% wear the '*niqab*' (covers the full body including face, feet, and hands); only 0.4% do not wear *hijab* or *niqab*. Among younger Muslim females aged 10-14<sup>53</sup>, 16.9% do not wear the *hijab* and 83.1% wear it. The wide prevalence of Islamic dress aligns with marriage expectations among males (15-29); 94.0% want to marry a woman who is dressed in *hijab*, 1.8% want to marry a woman who is completely covered in *niqab*, 2.6%, want a woman who does not observe the Islamic dress code, and 1.5% report that it makes no difference to them.

The primary reasons young women gave for adopting Islamic dress were focused on personal choice, either following a family's or friend's example, or after listening to speeches or reading books. About 10% of females report that their parents either pushed or persuaded them to take the veil. Although young people mostly report being self-motivated to take the veil, they think poorly of not taking the veil. Only 27.1% of young people think society respects females who do not dress in *hijab*—about a third (31.1%) of males and over a fifth (22.9%) of females. Rural, poor, and less-educated young people are less likely to believe that society respects females that do not wear *hijab*.

### 7.3 SOCIAL NETWORKING

Social connections and relations are important in shaping young people's identity and in creating a sense of community. Social connections are forged through networks of family and friends or through memberships in groups and organizations. Young people's social networks also reflect the extent to which they are engaged in their communities. In this

<sup>53</sup> This group was asked only whether they were veiled, without the distinction of *monaqaba*.



section we observe young people's social networking through three main areas: membership in groups and organizations, friendships, and family connections.

<b>Table 7.3.1 Percentage of young people's membership in a group or organization, by sex, age group, residence and wealth quintile among respondents aged 10-29, Egypt, 2009</b>			
<b>Characteristic</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>Age group</b>			
10-14	5.9	4.1	5.0
15-17	8.5	3.9	6.3
18-24	6.1	3.0	4.6
25-29	5.6	2.6	4.0
<b>Residence</b>			
Urban	9.2	7.3	8.3
Rural	5.0	1.6	3.3
Informal urban areas	6.6	3.7	5.1
<b>Wealth</b>			
Lowest	2.7	0.6	1.7
Second	3.5	1.5	2.5
Third	4.7	1.8	3.3
Fourth	7.8	3.1	5.5
Highest	15.5	11.7	13.6
<b>Total respondents</b>	<b>6.4</b>	<b>3.4</b>	<b>4.9</b>

One measure of community engagement and the social connectedness of young people is their participation in groups and organizations.<sup>54</sup> Table 7.3.1 shows the percentage of young people who belong to a group or organization by selected background characteristics. Overall, only 4.9% of Egyptian young people are members of a group or organization; almost twice as many males (6.4%) as females (3.4%) are members. Moreover, group membership decreases with age. Participation for females decreases steadily in older age groups, while males aged 15-17 participate most, and then their membership numbers

decrease. The table also shows that membership in a group or organization is primarily an urban phenomenon. While 8.3% of all urban young people belong to a group or organization, only 3.3% of rural and 5.1% of young people from informal urban areas have a group membership. Moreover, the gender gap in group membership is relatively small among urban young people and slightly larger among those from informal urban areas but is large among rural young people. Membership in groups and organizations is also closely tied to wealth. The rate of participation in a group or organization increases with wealth, and the gender gap narrows.

Table 7.3.2 shows the types of groups and organizations that young people belong to. The small percentages of young people who do belong to a group or organization most often belong to a sports club or young people's center. Less than one percent of young people belong to a political party, trade union (workers' or students'); or a professional, humanitarian or environmental organization. None reported belonging to a religious or politically-based organization, housing owner's board, parents' school board, or board of trustees.

<sup>54</sup> Young people were asked about their participation in young people's centers, scouts, sports clubs, study groups (15-29), dancing/singing/music/choir groups, political parties (15-29), workers' unions (15-29), students' unions, environmental organizations (15-29), professional associations (15-29), humanitarian or charitable organizations (15-29), religion-based politically-oriented groups (15-29), housing owners' boards (15-29), parents' school boards or boards of trustees (15-29), or other organizations (10-14).

**Table 7.3.2 Percentage of young people participating in a group or organization, by sex, age group, residence, and wealth quintile among respondents aged 10-29, Egypt, 2009**

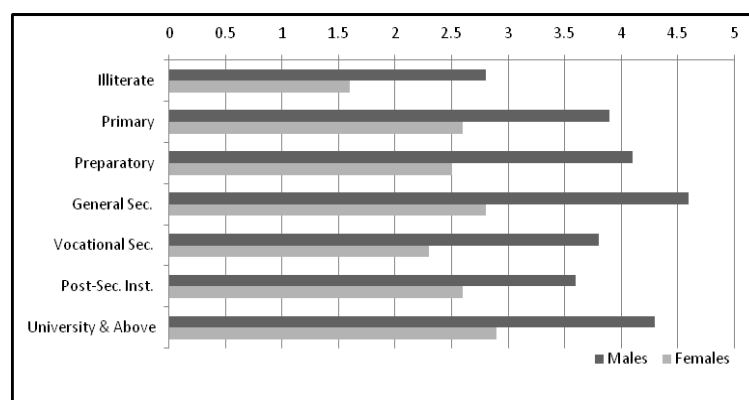
Type of group/organization	Percent
Young people center	2.08
Scouts	0.23
Sports club (15-29)	2.13
Study group (15-29)	0.05
Sports club (10-14)	1.41
Dancing, singing, music, choir	0.24
Political party (15-29)	0.39
Workers' union (15-29)	0.08
Students' union	0.59
Environmental organization (15-29)	0.04
Professional association (15-29)	0.28
Humanitarian or charitable organization (15-29)	0.10
Other (10-14)	0.18

## Relationships of Kinship and Friendship

Friendships are important social connections that contribute to the emotional health of young people and their connections with their peers and help them build lifelong networks of support. The SYPE asked young people about their friendships with members of the same or opposite sex. Many Egyptian young people, especially females, reportedly have limited friendships. Males average four friends from the same sex<sup>55</sup> and females between two and three friends. There is little variation in the number of same-sex friends for males and females by background characteristics.

Generally, the number of friends decreases slightly among older age groups for both males and females and decreases among married males and females. There is no variation by residence, region, or wealth. However, the greatest variation is found by educational level, as shown in Figure 7.3.1.

**Figure 7.3.1 Average number of same-sex friends, by sex and educational level among young people aged 10-29, Egypt, 2009**



Young people who have a higher education also have a greater number of same sex friends do than those with less education. Both males and females experience a large jump in their number of same-sex friends when their educational level increases. General secondary and university-educated young people report the highest number of same-sex friends. Males report having between

zero and one female friend, and few females report having a male friend. This combination likely means that males and females either define opposite-sex friends differently, or females

<sup>55</sup> Friends may be relatives or non-relatives, with whom one can discuss personal matters.

under-report their number of opposite sex friends because of the negative perceptions associated with interacting with males, while males tend to over-report them. Marriage severely limits friendships between males and females. Ever-married females report zero opposite-sex friends, and very few ever-married males report having female friends.

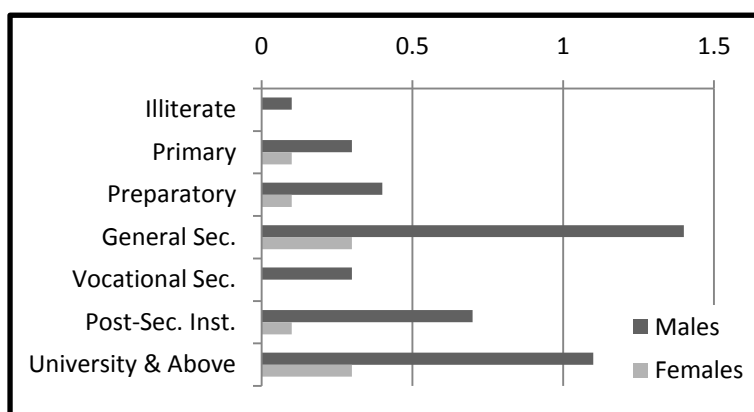
Having opposite-sex friends is strongly affected by region of residence Figure 7.3.2. Both males and females in urban governorates are more likely to report having opposite-sex friends than

are those living elsewhere. Respondents living in urban Lower Egypt and even rural Lower Egypt report high to average numbers of opposite-sex friends, while those in Upper Egypt, especially rural Upper Egypt, and the Frontier governorates have fewer opposite-sex friends.

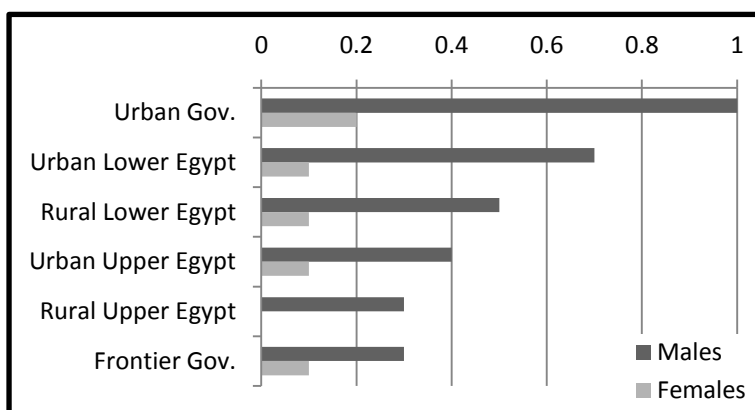
There are also significant variations in the number of opposite-sex friends by respondents' educational level (see Figure 7.3.3). While the number of opposite-sex friends increases with education, the effect is particularly dramatic for general secondary and university-educated young people. Males attaining these two levels of education report between one and two (general secondary or university) friends of the opposite sex, and a few females report one friend of the opposite sex. Both vocational secondary and illiterate young people, two large educational groups, show very limited friendships across sexes.

In respondents' reports of friendship, wealth and higher education show similar patterns (Figure 7.3.4). The number of respondents' opposite-sex friends increases essentially exponentially with wealth. Females in the lowest two wealth quintiles have an average of zero opposite-sex friends, and males have fewer than 0.5.

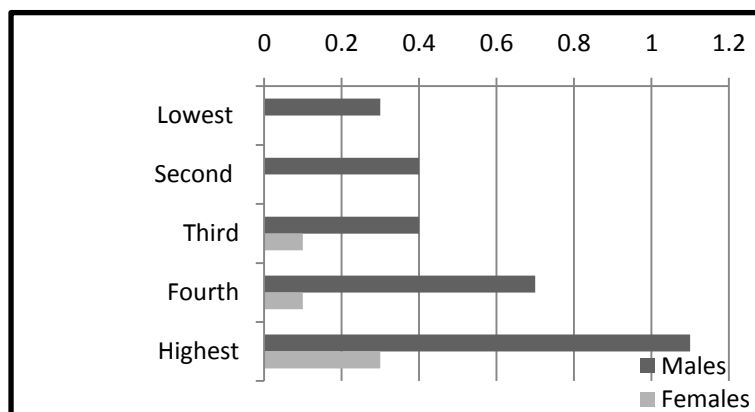
**Figure 7.3.2 Average number of opposite-sex friends by sex and educational level among young people aged 10-20, Egypt, 2009**



**Figure 7.3.3 Average number of opposite-sex friends, by sex and region of residence among young people aged 10-29, Egypt, 2009**



**Figure 7.3.4 Average number of opposite-sex friends, by sex and wealth quintile among young people aged 10-29, Egypt, 2009**



Families are an important part of the social fabric of society and young people's lives. Almost all (98.4%) SYPE respondents say that they feel loved by their families. However, despite this positive view of family life, young people's communication with their families and friends is an imperfect part of their civic life. Young people were asked whether and with whom they discussed a large number of personal issues (Table 7.3.3).

**Table 7.3.3 Percentage of young people aged 10-29, who discuss personal issues and person with whom they discuss them, Egypt, 2009**

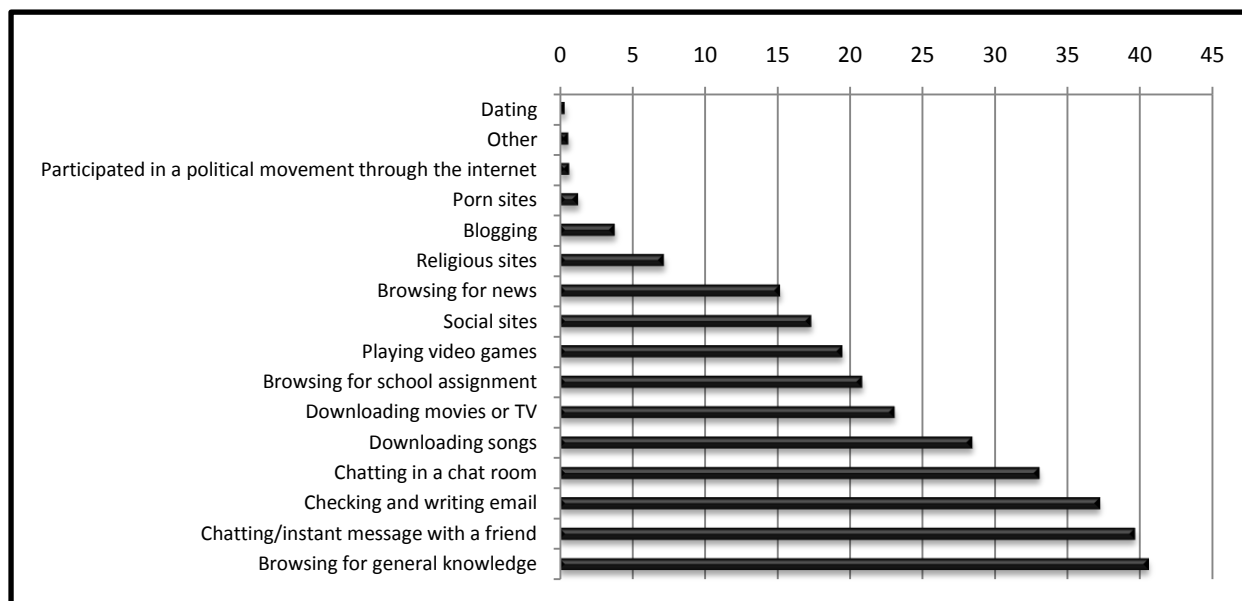
<b>Topic discussed</b>	<b>At all</b>	<b>With father</b>	<b>With mother</b>	<b>With sibling</b>	<b>With Friends</b>	<b>With others</b>	<b>With spouse (if married)</b>
School performance	63.1	20.5	26.7	11.0	40.5	2.2	NA
Friendship	85.4	6.8	13.4	11.6	73.5	2.6	6.1
Romantic relationships	58.6	0.9	5.7	7.3	44.0	4.8	32.5
Issues related to puberty and growing up	60.1	3.1	19.9	8.2	38.0	2.1	7.7
Being teased/bullied at school	59.3	18.4	23.1	8.9	32.8	2.0	0.5
Respondent's future	83.6	28.1	34.0	16.3	46.5	5.5	47.2

Around two-thirds (63.1%) of young people have discussed their school performance. However, more have discussed this with their friends than with their mother or fathers. Friendship and romance are also a popular subject of discussion, but also primarily with friends. Young people are always more likely to discuss an issue with their mother than their fathers, particularly for issues related to puberty and growing up. However, young people still are most likely to discuss this topic with friends. Young people are most likely to have discussed their future with their mother's or father's, but also often with their friends. Overall, they appear most likely to talk with their friends about issues important to them. Injecting accurate information into these discussions, especially about health issues such as puberty, requires recognizing this fact.

### **Internet use**

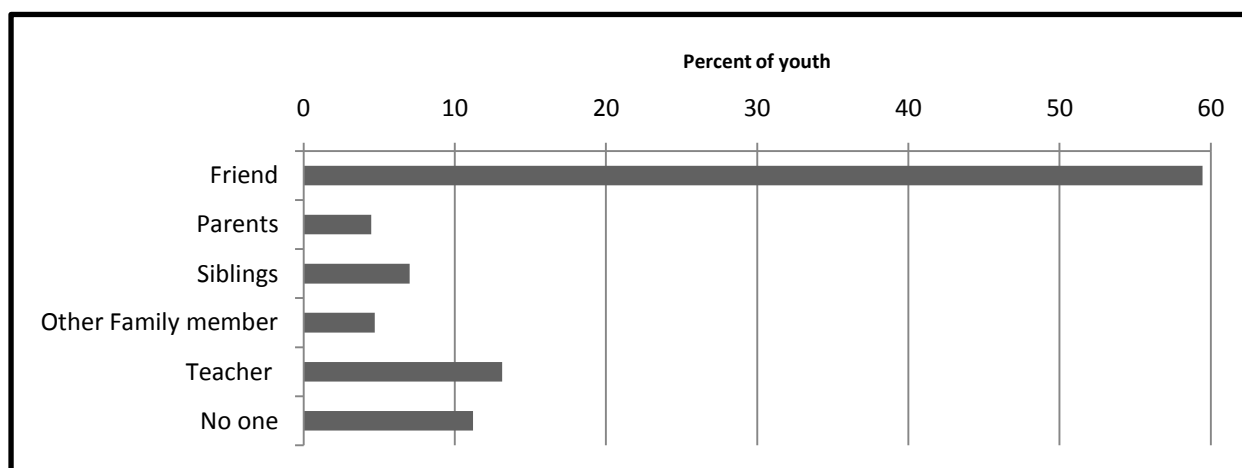
In today's world, young people worldwide are increasingly using the Internet for social networking. The SYPE asked young people what they use the Internet for, who introduced them to it, and where they use it. As shown in Figure 7.3.5 below, only 7.5% of young people use the Internet. Among those young people who do, they use it primarily for general knowledge and social networking purposes (Figure 7.3.5). Browsing for general knowledge, chatting with friends and in chat rooms, and checking email are the three most popular uses for the internet for around a third of respondents who use it. A fourth use it for entertainment (downloading music and movies). Around 20% of the Internet-using young people also use it for educational purposes, and 15% for news information.

**Figure 7.3.5 Uses of the Internet among those young people aged 10-29 who use the Internet, Egypt, 2009**



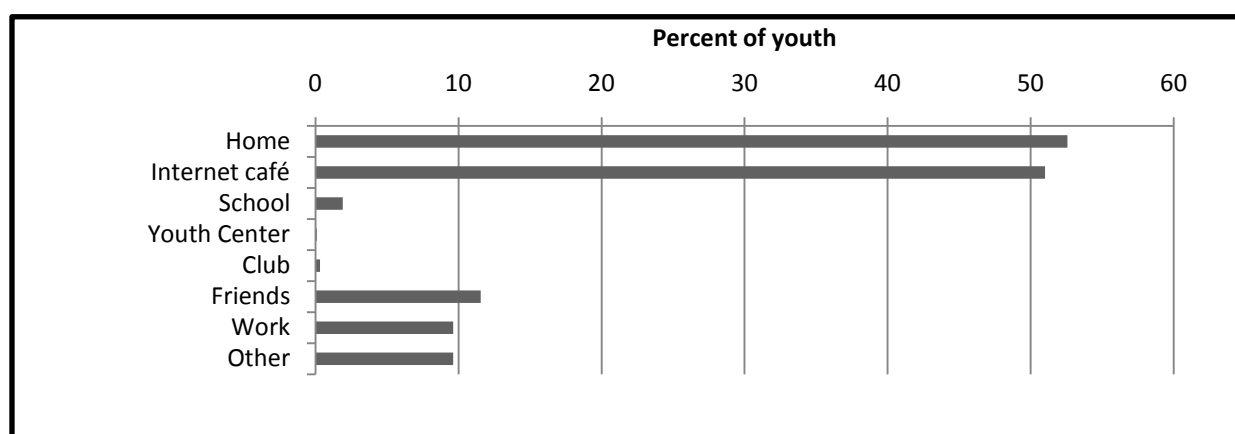
The vast majority of young people (60%) who use the Internet were introduced to it by their friends. (Figure 7.3.6). Teachers introduced it to 13.1% of Internet-using respondents, and 11.2% of respondents discovered it on their own.

**Figure 7.3.6 Among Internet-using young people, aged 10-29, who introduced them to the Internet, Egypt, 2009**



Young people primarily use the Internet at home (52.6%) or at an Internet café (51.0%) (Figure 7.3.7). Use at school and young people's centers is very low, indicating a greater opportunity for those venues to provide young people with access to the Internet.

**Figure 7.3,7 Among Internet-using young people aged 10-29, location where they use the Internet, Egypt, 2009**



## 7.4 CIVIC ENGAGEMENT

### Volunteering and Charity

Volunteerism is an important part of civic participation. Young people who volunteer are engaged in shaping their communities, and demonstrating a belief that they can generate social change through their actions. In Egypt, only 2.3% of all young people aged 10-29 have volunteered in an activity during the past year, mainly providing assistance—cash or in-kind—to the poor. The rest volunteered in activities that included providing marriage assistance to the poor (0.1%), fostering poor families (0.2%), looking after people with special needs (0.1%), providing education or computer classes,<sup>56</sup> and performing other types of voluntary service (0.2%). Of those young people who participated in a voluntary service program in the year prior to the survey, 86.8% were continuing to do so at the time of the survey.

**Table 7.4.1 Percentage respondents reporting reasons that young people do not volunteer, Egypt, 2009**

Reasons	
Selfishness	7.9
Don't have enough time	46.4
Want to make money	41.4
Role for females is limited	11.8
Hold negative views of voluntary work	3.7
Don't know where to go to volunteer	29.4
No accessible volunteering opportunities	18.2
Had a bad experience while volunteering	1.1
Other	1.3

Among young people who are not currently volunteering, 3.0% have tried to find volunteer opportunities. Of these, who searched for volunteer opportunities, most, 68.6%, went to a mosque or church. Religion and volunteerism are closely connected for young people. While mosques or churches were the primary places where young people searched for volunteer opportunities, 19.7% went to an orphanage, 24.1% went to a community-based organization (CBO) or nongovernmental organization (NGO), and 1.9% went somewhere else.

Respondents gave a variety of different reasons why young people do not volunteer (see Table 7.4.1). Limited time (46.4%) and a focus on earning money (41.4%) were the two

<sup>56</sup> This category refers to 15-29-year-old respondents only.

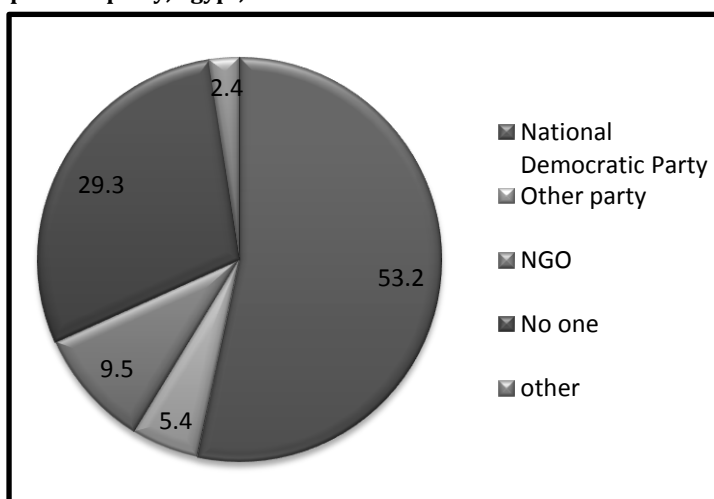
main reasons given. However, access and information problems were also commonly cited. Many young people (29.4%) did not know where to go to volunteer; 18.2% said there were no accessible volunteering opportunities, and 11.8% of young people said there was a limited role for females in volunteer work.

## Political Participation (18-29)

The political participation of young people also reflects the extent of their engagement in civic life and their belief in developing or changing their communities and country through the political system. While membership in a political party or group among Egyptian young people is very low, as shown above, political participation can be found through the electoral process. In Egypt, only 12.2% of respondents have registered to vote and have a voting card; twice as many males (16%) as females (8.2%) have a card.

Figure 7.4.1 shows the organizations that provided assistance to young people in registering to vote. The majority of young people who have voting cards received assistance in registering from the National Democratic Party (53.2%) or another political

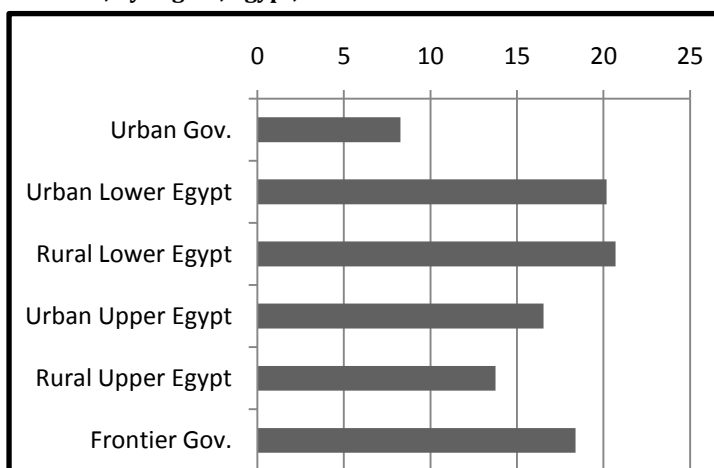
**Figure 7.4.1 Percentage of young people aged 18-29 with voting cards who received assistance from an organization or political party, Egypt, 2009**



party (5.4%). Almost 10% were helped by NGOs. Almost a third (29.2) received no assistance. Less than 0.3% received assistance from a religious organization

Only 16.0% of young people aged 18-29 have ever voted in the past—20.7% of males and 11.1% of females. The proportion who vote seems to increase with age; 11.7% of young people aged 18-24 and 24.1% of 25-29-year-olds had ever voted. Political participation varies somewhat with residence: 12.4% of urban young people, 17.7% of rural residents and 16.0% of young people living informal urban areas had ever voted.

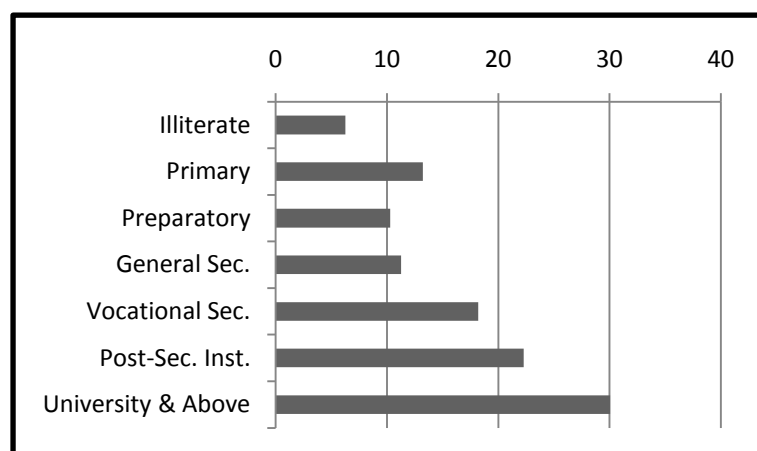
**Figure 7.4.2 Percentage of young people who voted in any election, by region, Egypt, 2009**



Participation also shows variation by region (see Figure 7.4.2). The percentage of young people who had voted in a previous election is lowest in the urban governorates (less than 10%). It is highest in Lower Egypt where a fifth voted previously. In Upper Egypt, around 14.4% of young people had voted, and among young people from Frontier governorates, 18.4% had voted.

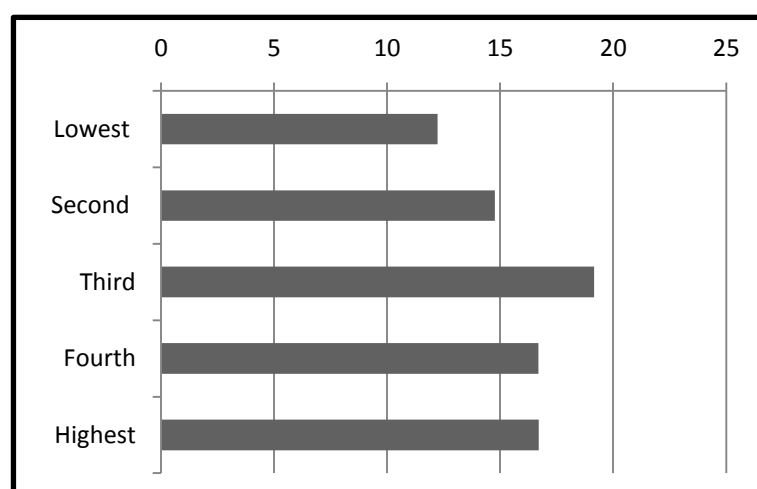
Observing political participation by education shows a clear positive pattern (Figure 7.4.3): the higher the educational level, the more likely a young person had voted in a

**Figure 7.4.3 Percentage of young people aged 18-29 who voted in any election, by educational level, Egypt, 2009**



previous election. Almost a third of young people with university and higher education had voted previously compared to 11.3% of those with general secondary and 18.2% with vocational secondary education. Only 6.3% of illiterate young people had voted, underscoring the importance of education for gaining political voice and participation.

**Figure 7.4.4 Percentage of young people aged 18-29 who voted in any election, by wealth quintile, Egypt 2009**



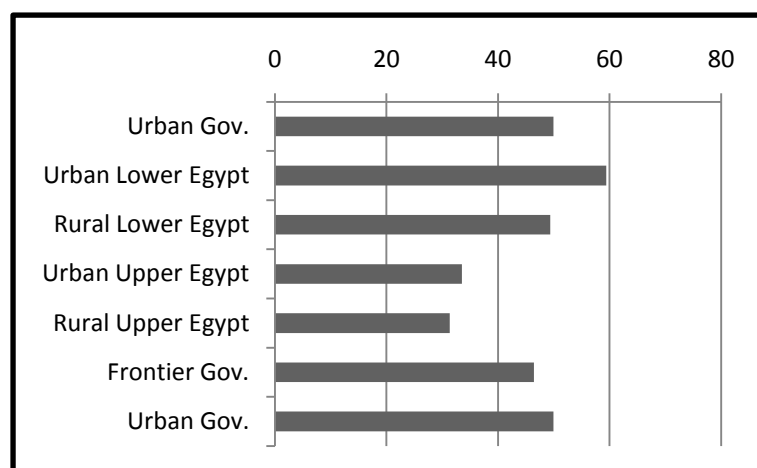
Political participation is higher among higher levels of wealth (Figure 7.4.4). Young people from the middle class show the highest participation: 19.2% had voted in a previous election. Young people from the poorest households show the least participation, reflecting their disempowerment.

Many young people received assistance in obtaining their voting cards; less than 30% got the cards on their own, indicating a barrier to their being able to vote. Most young people received help from the National Democratic Party (53.2%). NGOs and other parties also helped young people get voting cards.

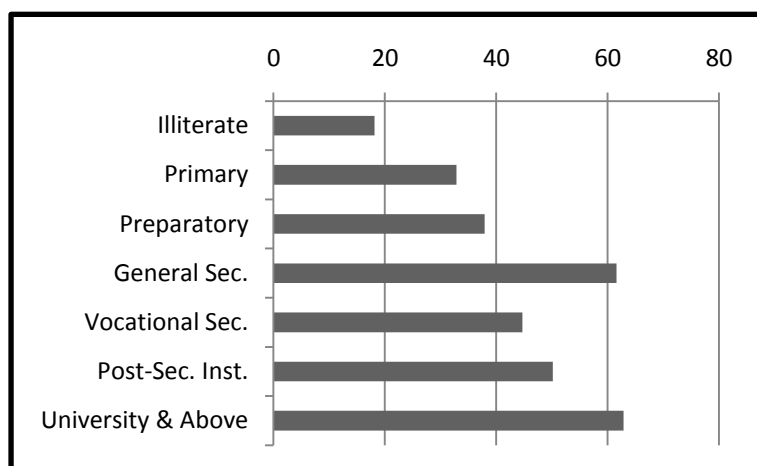
As well as being weakly politically involved, young people show low political awareness. Only a fourth (24.3%) of those aged 18-29 can correctly name the governor of their governorate. Fewer than half (44.6%) ever discuss politics with friends—57.0% of males and 31.6% of females. Rural young people are less likely to ever discuss politics; only 41.6% of compared to 48.9% of urban young people and 50.4% of young people in informal urban areas.



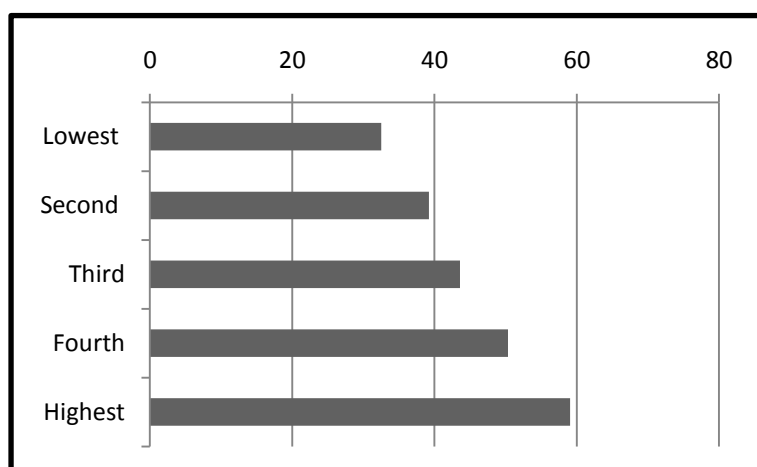
**Figure 7.4.5 Percentage of young people aged 18-29 who ever discuss politics by education, by region of residence, Egypt, 2009**



**Figure 7.4.6 Percentage of young people aged 18-29 who ever discuss politics, by educational level, Egypt, 2009**



**Figure 7.4.7 Percentage of young people aged 18-29 who ever discuss politics, by wealth quintile, Egypt, 2009**



Regional variation also exist among young people in discussion of politics (Figure 7.4.5). Young people in Upper Egypt (31.8%) are much less likely to have ever discussed politics, while young people in urban Lower Egypt (59.4%) patterns.

Educational level is closely tied to discussions of politics, as it was with voting (see Figure 7.4.6). Young people in general secondary level (61.6%) and at the university level (62.9%) are much more likely to discuss politics than other young people, especially illiterate youth (18.2%).

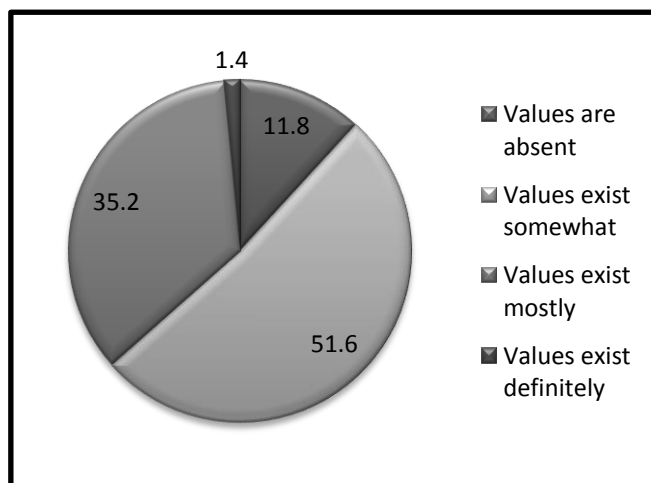
While voting patterns showed an increase with wealth and decreased and leveled off after the third quintile, the percent of young people who reported ever discussing politics increases with wealth quintiles (Figure 7.4.7). The weak engagement of young people in civic life, whether by volunteering or by political participation, may reflect their perceptions about society and experiences with the political system.

## 7.5 SOCIAL VALUES, TRUST, AND CORRUPTION

### Existence of Social Values

Young people were asked about their outlook toward society and whether they believed that people upheld the social values of trust and honesty. Specifically, they were asked to rate the extent to which they thought values existed in society.<sup>57</sup> The results are presented in Figure 7.5.1.

**Figure 7.5.1** Percentage of young people aged 15-29, by their perception of the existence of values in society, Egypt, 2009

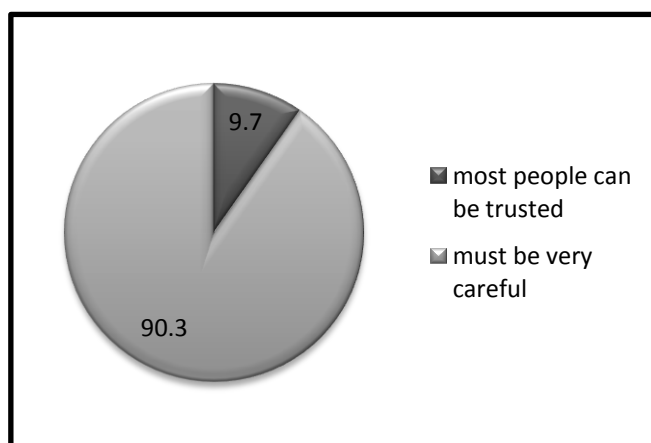


Half (51.6%) of Egyptian young people surveyed believe that values to some degree exist in society and a third (35.2%) believe they exist to a large extent. However, 11.8% think values are lacking in society and only 1.4% think that values definitely exist in society. Data show the views of young people regarding social values by background characteristics. Two times more young women (15.9%) than young men (7.9%) think that values are absent in society. The wealthiest 40% also have the highest percentage who believe that social values are absent. Slight variations are found by residence and region.

### Trust

Another measure of young people's sense of social cohesion and societal well-being is trust. Young people were asked if they thought that most people can be trusted or that one has to be careful. As Figure 7.5.2 shows, only a tenth of young people in Egypt believe people can be trusted.

**Figure 7.5.2** Percentage of young people ages 15-29 who believe that most people can be trusted or that they must be very careful with people, Egypt, 2009



There is a slight variation for this measure by sex: more females (91.2%) than males (89.5%) believe that one must be very careful with people. Younger cohorts also tend to be more trusting than their older peers: 10.8% of 15-to-17-year-olds believe that most people can be trusted compared to 9.4% of 25-29-year-olds. Never-married respondents (10.1%) also tend to be more trusting than ever-married ones (8.4%). Slightly more rural young people perceive most people to be trustworthy (10.3%) than do those living in urban

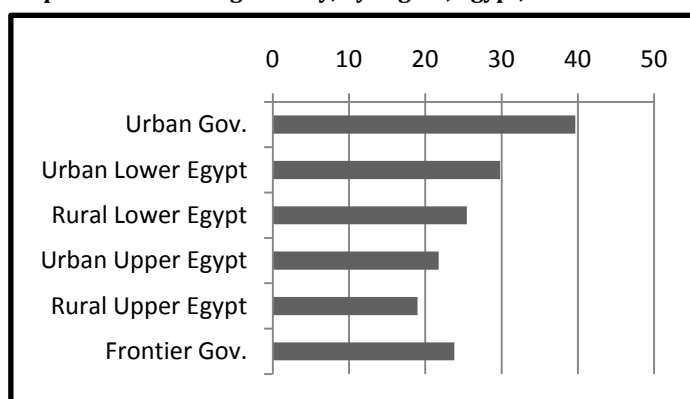
<sup>57</sup> Young people were asked to rate whether they thought particular values existed in society, using a scale from 1 to 10, with 1 being completely absent and 10 being definitely existing. The results were grouped into four categories: values are absent (rating 1-3); somewhat existent (ratings 4-6); mostly existent (ratings 7-9), and definitely existent (rating 10).

(8.3%) or informal urban areas (9.8%). Observing young people's perceptions of trust by educational level shows that the less-educated have a more positive view of people's trustworthiness than do those with more education. For example 12.6% of illiterate young people think that people can be trusted compared to 9.3% of young people with a general secondary-school education and 8.1% with a vocational secondary-school education.

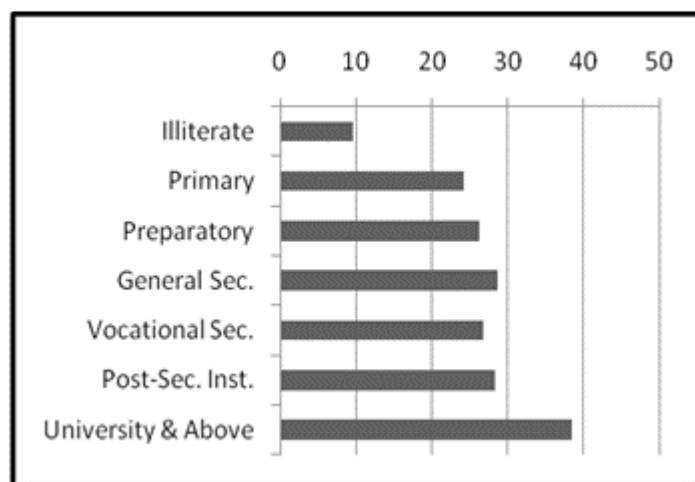
## Corruption

Young people may be presenting weak patterns of political participation, skeptical views of societal values, and general mistrust because of their experiences. An important issue that the SYPE asked about is corruption. A fourth (26.8%) of young people aged 18-29 reported having witnessed bribery (*Rashw*) and 27.8% have witnessed nepotism (*Wasta/Mahsobia*). Similar patterns were found for both bribery and nepotism across different background

**Figure 7.5.3 Percentage of young people aged 18-29 who reported witnessing bribery, by region, Egypt, 2009**



**Figure 7.5.4 Percentage of young people aged 18-29 who reported witnessing bribery, by educational level, Egypt, 2009**

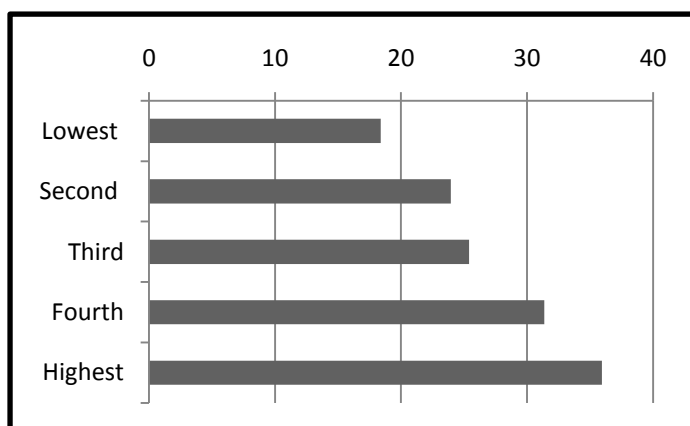


characteristics; we present the results for bribery here. Strong differences are found by sex among young people who witnessed bribery—39.6% of males and only 13.4% of females. As expected, younger respondents are slightly less likely to have witnessed bribery than older ones: 25.0% of 18-24-year-olds and 30.1% of 25-29-year-olds. Urban (34.7%) and slum (29.1%) residents are more likely to have witnessed bribery than are rural young people (22.6%).

Regional patterns generally follow urban/ rural differences (see Figure 7.5.3) Bribery is most frequently witnessed in the urban governorates and urban Lower Egypt. Young people in the Frontier governorates and Upper Egypt are less likely to have witnessed bribery.

Witnessing bribery increases with education (Figure 7.5.4). Illiterate young people (mostly females) report less than a 10% incidence of witnessing bribery. Once educated, young people show little variation in witnessing bribery, except for university-educated young people.

**Figure 7.5.5 Percentage of young people aged 18-29 witnessing bribery, by wealth quintile, Egypt 2009**



Some 38.5% of them report having witnessed bribery. These respondents may be employed in government, and may be either receivers of or witnesses to bribes in the workplace. Witnessing bribery similarly increases with wealth (Figure 7.5.5).

## 7.6 CONCLUSION

Civic engagement of young people in Egypt is very weak in terms of participation in groups or organized activities and in voluntary work. Their social networks are limited to few friends and family, and these networks decline as young people age. However, young people are aware of Egypt's social problems and rated highly issues such as poverty reduction, economic growth, and health and education reform. Nonetheless, they do not invest time to learn more about the social and political issues from the available media. The political participation of young people is also weak; less than a fifth have ever voted, and only a few discuss politics among friends or are aware of their representatives in Parliament. The disengagement of young people could be due to their perceptions of diminishing values and trustworthiness in society and their direct experience of witnessing corruption. Their experience has produced in them a pessimistic view of the future. The only activity that the large majority of young people is engaged in and the one that appears to define their sense of identity is religion. Young people practice religion regularly in prayer and follow dress codes dictated by their faith, which, defines their gender-related views and attitudes.

## Chapter 8 TIME USE

How young people spend their time, either for work or leisure, provides important information about their societal roles, attitudes, and socialization experiences. The analysis of time use has only recently gained prominence as a tool for understanding gender-role differences among the young (see Lloyd et al. 2008 and Larson & Verma, 1999). Primarily, adolescence is a time when social differences are accentuated and highly intensified. Time-use information provides an opportunity to understand the gendered experience of growing up.

In the SYPE, respondents were asked to report the hours and minutes they spent the previous day on 27 different activities, which can be grouped into 8 activity categories: personal, school, domestic, market work, spare time, religious, voluntary, and commuting activities.<sup>58</sup> This chapter provides an analysis of their responses to that list of questions.

### 8.1 OVERVIEW OF DAILY ACTIVITIES

Table 8.1.1 shows the distribution of the average hours respondents spent in a day on various activities.<sup>59</sup> Males and females spend around 23 hours a day on all the listed activities. This suggests that the 27 activities listed in the SYPE roughly cover most of the activities a young person usually engages in during a day.

On average, males and females spend more than 40% of the day on personal maintenance, which includes sleeping, grooming, and eating. Nearly, another 30 percent of the day is spent on leisure activities. Schooling activities (including commuting time to school/university, homework/studies at home and tutoring time) occupies about 26% of current students' day. Young people's participation in voluntary activities is minimal (see Chapter Seven for details on civic engagement).

Table 8.1.1 Average hours spent per day, by activity type and sex, among young people aged 10–29			
Activity type	Male	Female	Total
Personal	9.5	9.3	9.4
Schooling <sup>a</sup>	5.7	6.3	6.0
Domestic	0.2	3.3	1.7
Work	2.8	0.4	1.7
Spare time	7.0	5.9	6.5
Religious	0.4	0.5	0.4
Voluntary	0.0	0.0	0.0
Commuting	0.7	0.3	0.5
All	23.4	22.7	23.1

<sup>a</sup>Average among those who are currently in school.

The distribution of the time spent in personal and schooling activities shows very little variation by sex and across other background characteristics (not shown in the table). In contrast the type of market work and domestic chores young people do is highly gendered.

<sup>58</sup> The activities are: sleeping, grooming (includes bathing/dressing/personal care), eating, school (includes commuting time), homework/studies, tutoring, inside chores (clothes/dishwashing, cleaning, cooking, mending, etc.), outside chores (washing clothes, bringing goods, fetching water, etc.), care of children sick/elderly, paid work, unpaid work, learning work/skill, spending time with family, resting/napping/relaxing, visiting relatives, hanging out with friends, dating, chatting on the phone with friends, Internet use, reading (magazines, books, newspapers), listening to music, watching television, video games, exercising/physical activities, religious activities, volunteer activities, commuting time.

<sup>59</sup> We report the average hours of time young people spent in a day engaged in the various activities based on questions asking about how they spent time yesterday. Because fieldwork included weekends, "yesterday" is equally distributed across days of the week, and represents an average of all the days of the week. For individuals, work, school, and leisure may be clustered on different days (weekdays versus weekends), but the averages facilitate comparison of overall time-use patterns.

On average, males spend about 2.8 hours a day in work activities, compared to only 0.4 hours a day for females. Males spend less than 0.2 hours on domestic chores, however, compared to more than three hours a day spent by females.

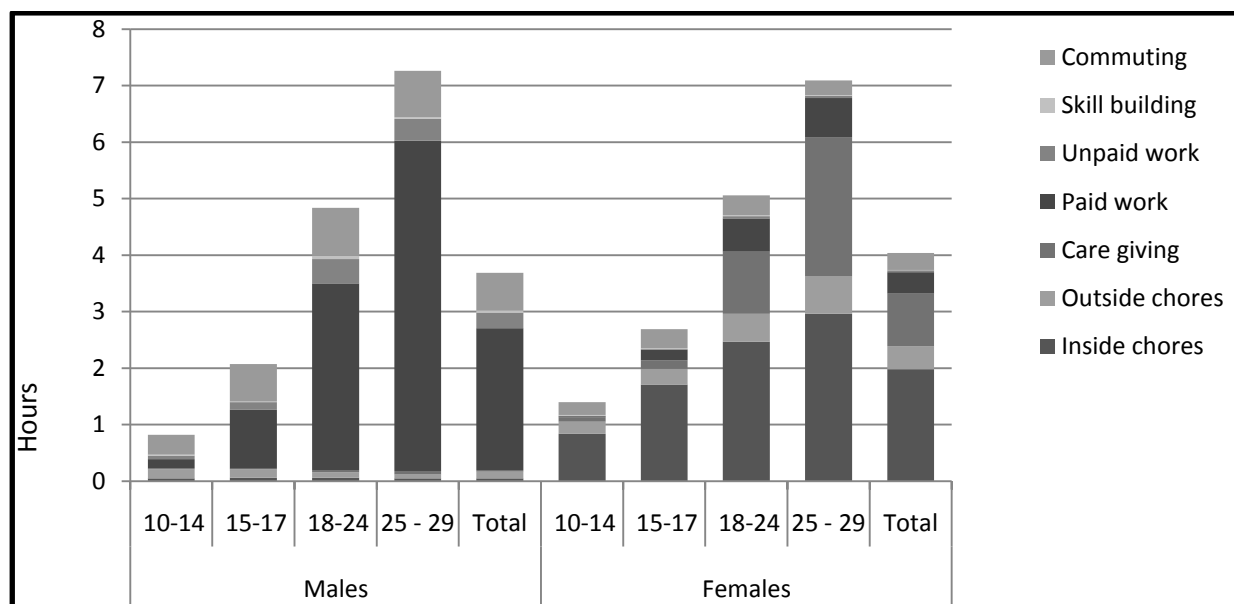
The following sections focus on the activities that show interesting variation across main background characteristics.

## 8.2 ECONOMIC AND NON-ECONOMIC WORK

On average, males spend significantly more time than females in paid work (2.51 hours and 0.38 hours) a day. A similar pattern occurs for unpaid work, (0.27 hours for males and 0.02 hours a day for females). In contrast, as mentioned above, housework and family-care activities are primarily the burden of girls and young women. Females spend an average 1.98 hours per day on household chores that are done inside the house (clothes/dishwashing, cleaning, cooking, mending) and 0.41 on outside chores (washing clothes, bringing goods, fetching water), compared to 0.05 hours that males spend on inside chores and 0.12 hours on outside chores. Care for the elderly or for children is another activity that is shouldered solely by females. On average, females spend 0.93 hours per day in such care as compared to males' 0.03 hours per day (less than two minutes).

Chores and work increase for both males and females as they age. Figure 8.2.1 shows that females younger than 18 spend significantly more time per day than their male counterparts, in all work and chores activities, but this gender gap disappears among older age groups. Also, females do more family-care work than males in all age groups; however the difference is particularly pronounced in the oldest age group (25-29), in which females spend 2.46 hours per day on such work while males spend 0.06 hour per day.

**Figure 8.2.1 Average number of hours that young people aged 10-29 perform work and chores by sex and age group, Egypt, 2009**



For both males and females aged 15-29, marriage is associated with a much larger burden of work and chores (see Appendix, Table A8.1). Paid work is much greater in terms of time use among married males (6.65 hours), while married females spend much of their time on

inside chores (3.10 hours) and caregiving (2.80 hours). For married females, caregiving activities can take as long as eight hours a day in some cases.

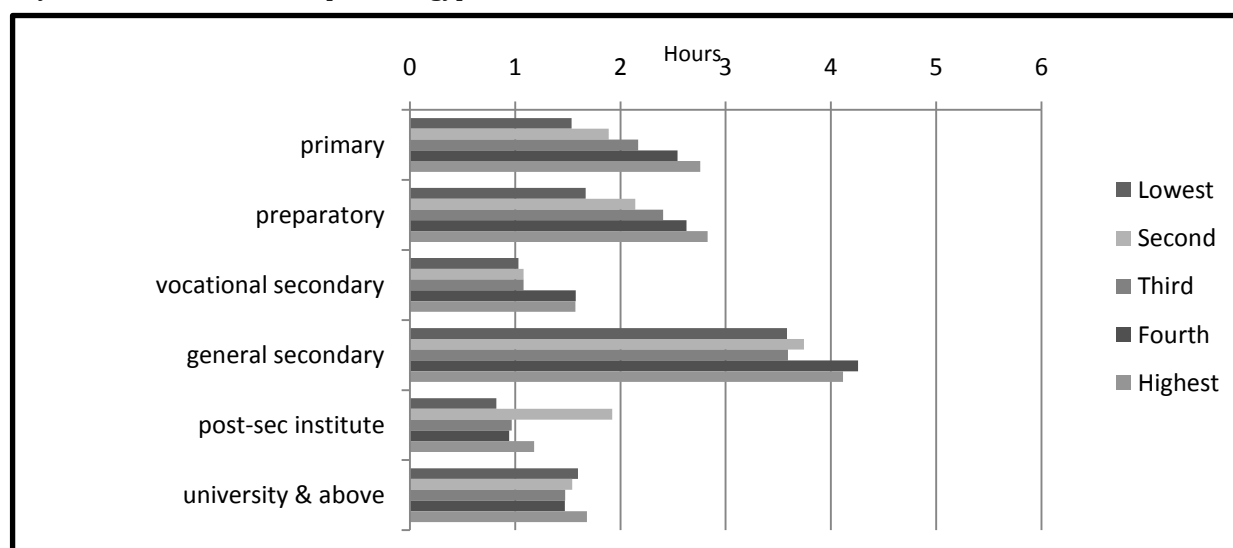
The amount and type of work and chores young people experience also varies by residence (see Appendix Table A8.1). Respondents living in informal urban experience the greatest total work and chore burden both for males (4.16 total hours versus 3.66 hours for urban males and 3.64 hours for rural males) and for females (4.22 total hours versus 3.81 hours for urban females and 4.13 hours for rural females). These males in particular spend more time in paid work (3.06 hours). Urban females have a noticeably lower burden of inside chores (1.61 hours), while rural males have a noticeably higher burden of unpaid work (0.37 hours).

The burden of work and chores also varies across wealth quintiles (see Appendix, Table A8.3). Females in higher wealth quintiles experience lower burdens of inside chores than poorer females. The wealthiest females average almost an hour less (1.39 hours) of inside chores than the poorest females (2.31 hours). The wealthiest males have a lower work burden as well (3.12 total hours, the overall male average being 4.16 hours), primarily less paid work, likely due to additional years in the educational system. However, work burdens do not show a clear pattern with wealth for other quintiles among males.

### 8.3 EDUCATION

Schooling time is similar for girls and boys and across different background characteristics. However, girls spend more time doing homework and being tutored. On average, girls aged 10-14 spend 1.6 hours in doing homework compared to 1.3 hours spent by boys. For the same group, tutoring time is 0.48 hours and 0.73 hours for males and females, respectively. Similar differences are consistent in the older age groups.

**Figure 8.3.1 Average number of hours that current students do homework and attend tutoring sessions, by school level and wealth quintile, Egypt, 2009**



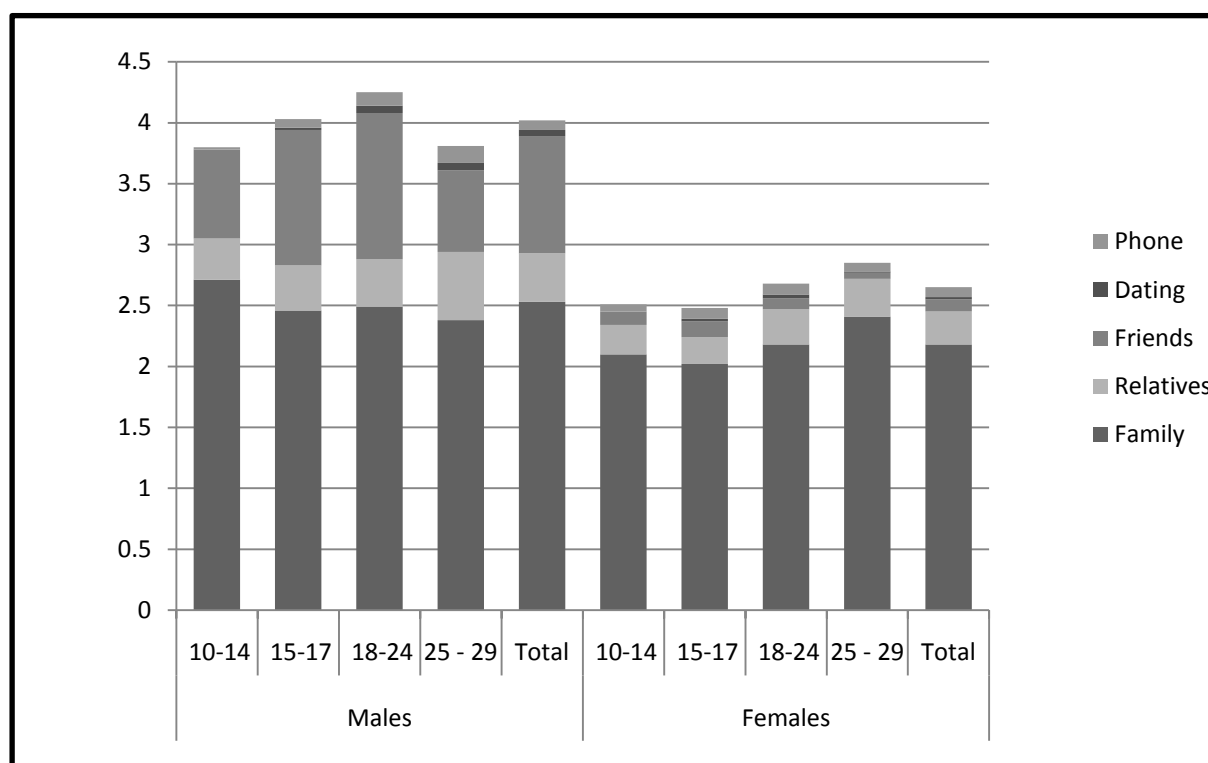
The greatest differences in tutoring and studying are found among wealth quintiles in the lower levels of school. Figure presents the combined hours young people spend on homework and tutoring by school level and wealth quintile. In primary school, every day

the wealthiest respondents spend more than an hour longer in studying or being tutored (2.76 hours) than the poorest (1.53 hours). A similar pattern is observed in preparatory school (see Appendix Tables A8.4, A8.5 and A8.6).

## 8.4 SOCIALIZATION AND LEISURE ACTIVITIES

A general observation about leisure time is that females have less time for socialization compared to their male counterparts (see Figure 8.4.1).<sup>60</sup> Most of this difference consists of the greater amount of time young men spend with friends. This activity takes 0.96 hours a day for males. Females spend an average of 0.10 hours a day with friends. The time males spend with friends increases as they get older. While among those aged 10-14, an average of 0.73 hours is spent with friends, in the age group 18-24, this average rises to 1.2 hours a day. However, as they reach age 25-29, the time is reduced to about an hour, corresponding with a general decrease in socialization time. Young women's socialization time increases slightly as they age (from 2.51 hours at ages 10-14 to 2.85 hours at ages 25-29), but this difference is primarily attributable to increased time spent with family in the two older age groups (from 2.1 hours at ages 10-14 to 2.41 hours at ages 25-29).<sup>61</sup>

**Figure 8.4.1 Average number of hours that young people aged 10-29 spend socializing, by gender and age group, Egypt, 2009**

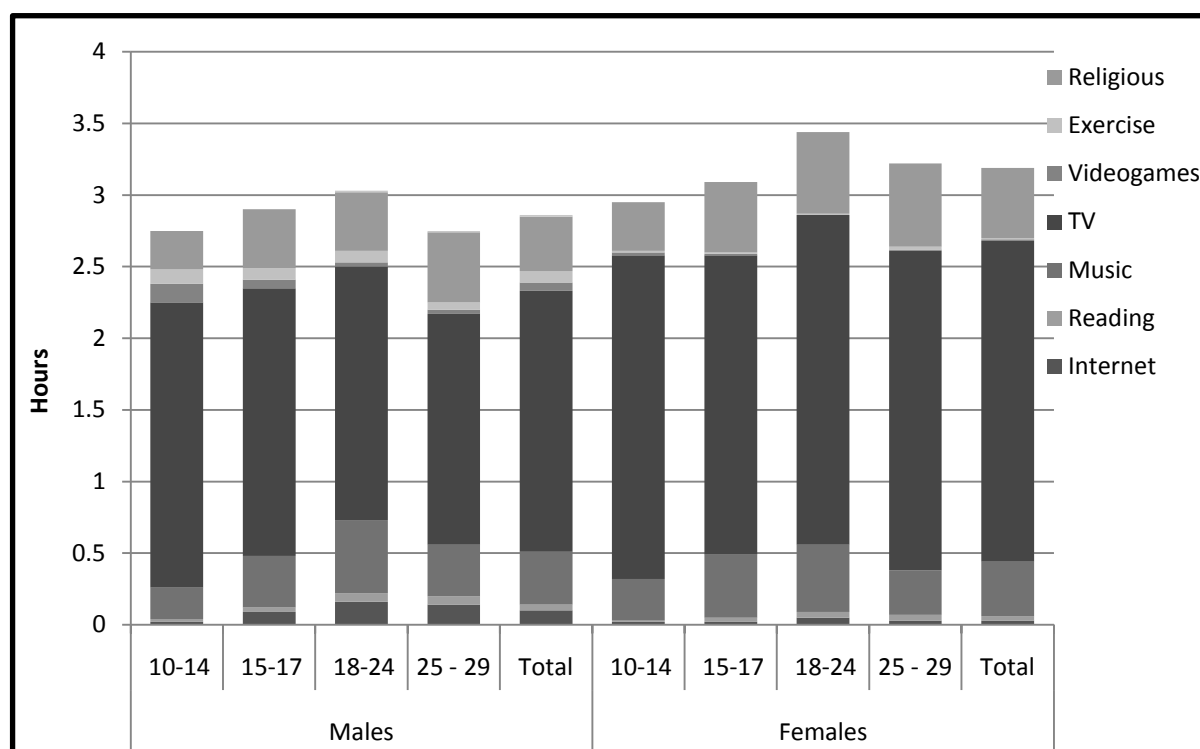


<sup>60</sup> Many of the respondents' socialization and leisure activities may have been enjoyed simultaneously. For example, spending time with family may occur while watching television.

<sup>61</sup> See Chapter Seven for an expanded discussion of young people's social networks and the time they spent socializing.



**Figure 8.4.2 Average number of hours that young people aged 10-29 spend in leisure activities, by sex and age group, Egypt, 2009**



Both males and females experience increasing leisure activity time through age 18-24, and then a decrease in leisure at ages 25-29 as they take up adult roles, including work and marriage (Figure 8.4.2). Television is by far the most popular leisure activity for the young in Egypt. Young people of all age groups spend an average of two hours in front of a television. For females, the time they spend watching television is more than the time they spend in all daytime activities meeting friends, talking on the phone, using the Internet, reading, and listening to music. On average, females watch television for 2.24 hours per day, compared to 1.82 hours that males spend watching television.

Other leisure activities take up a small part of young people's time. Both males and females listen to music for approximately 0.38 hours per day. Praying is another major activity for young people in Egypt. Females spend more time than males on religious activities, about 0.49 hours compared to males' 0.38 hours. Internet use is not an everyday activity for young people in Egypt. However, males use the internet about three times longer per day than do females. The overall time for Internet use among young males is about 0.10 hours per day compared to 0.03 hours per day for females. Video games and exercise activities are more popular among males than females, although neither is commonly reported.

Marital status among 15-29-year-olds shapes time spent socializing. Ever-married males spend much less time socializing (4.19 hours among the never-married versus 3.49 hours among the ever married), primarily because of a decrease in the time they spend with friends (1.15 hours a day among the never-married and 0.37 hours among the ever-married). Married females spend more time with their families (2.13 hours among the never-married and 2.32 hours among the ever-married), but a similar amount of time,

around 2.7 hours, socializing overall. Marriage also decreases other leisure activities among both males and females. For males, all leisure activities decrease at marriage (from 2.96 total hours among the never-married to 2.60 total hours among the ever-married), while for females television watching actually increases slightly (from 2.19 hours to 2.29 hours), while total leisure activities decrease (from 3.37 to 3.19 hours).

Respondents living in different residences demonstrate different patterns of leisure as well. Urban males, but rural females, show the lowest amount of socialization time. In the case of rural females, little time is spent on any socialization aside from time with family. Of the 2.52 hours spent socializing among rural females, 2.41 hours are spent with family or relatives. Urban males spend less time socializing (only 3.73 total hours, compared to an overall average of 4.02 total hours), primarily because they spend less time with their families (2.35 hours, compared to 2.58 hours among rural youth and 2.76 hours among those living in informal urban areas). While females in informal urban areas are closer to urban females in their socialization, their male counterparts more closely resemble rural males. A similar pattern emerges in leisure activities by sex and residence. Urban and informal urban females are the two groups that spend the greatest amount of time on leisure activities (3.5 hours and 3.45 hours, respectively, compared to 3.03 hours among rural females). Urban males spend more time on leisure activities (3.26 hours), followed by those in informal urban areas (2.86 hours) and rural males (2.7 hours).

Wealth shows an opposite relationship with socialization for males from what it shows for females. The time spent by males on socialization is relatively similar across the lower three wealth quintiles (around 4.10 hours), then decreases in the fourth quintile (3.87 hours), and further decreases in the highest wealth quintile (3.74 hours). However, for females, the time spent socializing is low across the three lowest wealth quintiles (around 2.5 hours), then increases in the fourth quintile (2.74 hours), and is much higher in the highest wealth quintile (3.02 hours). Time spent with family is similar for all wealth quintiles for females, but longer time spent with relatives, friends, and on the phone is observed among the wealthiest females. The wealthier males also spend more time on the phone and on dating, but less time with relatives and family, which decreases their socialization overall.

Leisure activities and wealth show a clear and similar relationship for both males and females. As wealth increases, average hours of leisure activity increase. Females in the lowest quintile are particularly deprived of leisure activities (only 2.6 total hours, compared to 3.13 in the second quintile and an overall average of 3.19 hours), while there is a relatively smooth increase among males (from 2.45 hours in the lowest quintile through 3.38 hours in the highest quintile). Much of the increase in leisure time is attributable to additional activities undertaken by wealthier males. For instance, while the lowest quintile of male youth averages 0.01 hours of Internet use a day, the wealthiest quintile averages 0.44 hours of Internet time. Reading, music, and video games also steadily increase with wealth for both sexes. Overall, wealth provides the young with more time to spend on leisure activities and a greater variety of those activities.

## 8.5 CONCLUSION

This chapter examines how young people spend their time daily. The analysis shows that the time spent by young people in personal maintenance and schooling activities does not vary greatly by sex or across other background characteristics. However, the type of market work and domestic chores young people do is highly gendered. Males generally spend significantly more time than females in paid and unpaid market work. Housework and caregiving activities are primarily the burden of females.

A general observation on socialization and leisure time is that males spend more time with friends compared to their female counterparts. Both males and females experience increasing leisure activity time through age 18-24, which later decreases as they take up adult roles, including work and marriage. Also, residence and wealth shape leisure activities. Urban youth spend more time on leisure activities relative to their rural counterparts. Wealth provides the young with more leisure time and a greater variety of leisure activities.

## 8.6 REFERENCES

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## Chapter 9 ATTITUDES TOWARD GENDER ROLES

### 9.1 INTRODUCTION

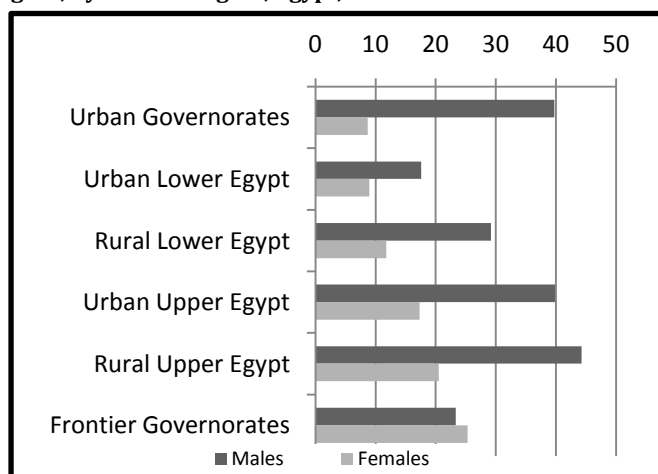
This chapter explores young people's attitudes toward gender roles, focusing on the 15-29 age group. The chapter examines attitudes of young men and women about a variety of gender issues including importance of female education and work, household division of labor and decision making power, as well as issues of marriage, divorce, harassment, and gender-based violence.

### 9.2 ATTITUDES TOWARD FEMALE EDUCATION AND WORK

#### Girls' Education

Young people were asked whether they believed education was more important for boys than girls.<sup>62</sup> The majority of young people in Egypt (76.3%) do not agree that education is more important for boys than for girls. However, over a third of young men (35.0%) and 14.0% of young women believe that education is more important for boys than for girls. There is little variation by age or marital status; however, attitudes toward girls' education vary by residence, region, and education. Young people living in rural areas, especially females, are more likely to agree that educating boys is more important than educating girls: 16.0% of rural female respondents, compared to 10.6% of urban females and 10.8% of informal urban females. Regional differences are even stronger (Figure 9.2.1). A larger percentage of young people who assigned greater importance to boys' education than girls' live in Upper Egypt, and the lowest is in Lower Egypt; the difference is starker among young men (43.3% in Upper Egypt, compared to 26.6% in Lower Egypt) than among young women (19.8% in Upper Egypt compared to 11.1% in Lower Egypt).

**Figure 9.2.1 Percentage of young people aged 15-29 who agree that education is more important for boys than for girls, by sex and region, Egypt, 2009**



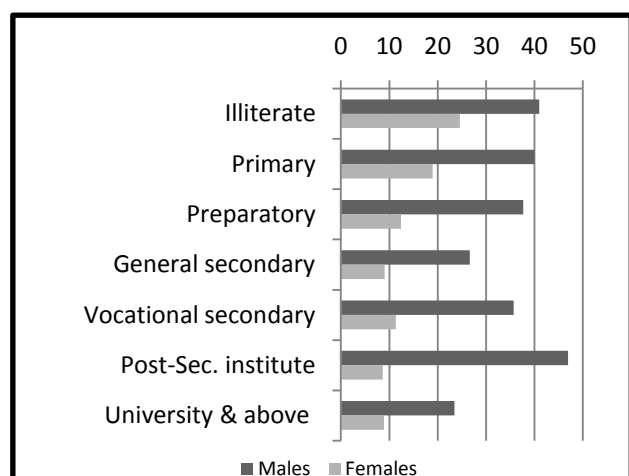
Male and female attitudes toward the importance of boys' versus girls' education varies by region. While the lowest percentage of females agreeing is in the urban governorates (8.7%), this is the second-highest region for males agreeing (39.7%). Both female and male rates of agreeing are very low in urban Lower Egypt, and remain below average in rural Lower Egypt as well. However in Upper Egypt, especially rural Upper Egypt, a relatively high percentage of young people (44.3% of males and 20.5% of females) give greater importance to boys' education. The

Frontier governorates show two distinct features: First, this region accounts for the highest percentage of females who believe that boys' education is more important than girls' compared to the other regions. Secondly, whereas significantly more males than

<sup>62</sup> Young people were asked whether they agreed with the statement "educating boys is more important than educating girls". They could agree, disagree, or say "don't know". Here we report the percent agreeing; the percent stating don't know was generally less than 3%, so generally the complement of agreement was those stating that they disagreed.

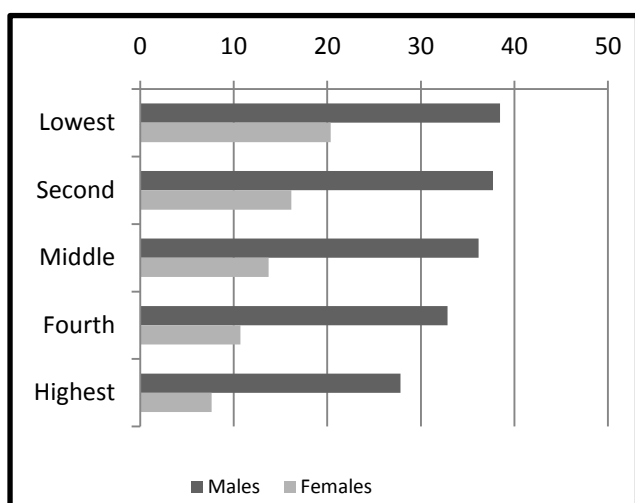
females in all the other regions place greater importance on boys' education, in the Frontier governorates, the gap is much narrower with a larger proportion of females than males attributing more importance to boys' education than girls'—25.3% of females and 23.3% of males.

**Figure 9.2.2 Percentage of young people aged 15-29 who agree that education is more important for boys than for girls, by sex and educational level, Egypt, 2009**



education who give greater importance to boys' education than girls' is slightly more than for those with general secondary and post secondary education (11.4%). While young men display a similar pattern in attitudes toward girls' education by level of education, the decline in the proportion of young men who believe education is more important for boys is not as large as that for young women. Also, the graph shows that the highest proportion of males who place greater importance on boys' education is among those with post-secondary diplomas. However, the sample in this category is small, displaying an insignificant result.

**Figure 9.2.3 Percentage of young people aged 15-29 who agree that education is more important for boys than for girls, by sex and wealth quintile, Egypt, 2009**



Observing responses by the educational level of respondents shows that the more education the respondent has, the less likely s/he will agree that boys' education is more important than girls' (see Figure 9.2.2). Generally, for both males and females, the percentage assigning greater importance to boys' education than girls' drops with increasing levels of education. The percentage of young women with general secondary and higher education who believe boys' education is more important is less than 10%, compared to 24.6% of those who are illiterate, 18.9% of those with primary education and 12.4% of those with preparatory education. The percentage of females with vocational

education who give greater importance to boys' education than girls' is slightly more than for those with general secondary and post secondary education (11.4%). While young men display a similar pattern in attitudes toward girls' education by level of education, the decline in the proportion of young men who believe education is more important for boys is not as large as that for young women. Also, the graph shows that the highest proportion of males who place greater importance on boys' education is among those with post-secondary diplomas. However, the sample in this category is small, displaying an insignificant result.

Attitudes toward female education also vary by wealth level (Figure 9.2.3). The percent of young people who believe education is more important for boys than for girls declines with the level of wealth. Similar to education, the percent decline steadily for females while dropping more rapidly for males in the higher two wealth quintiles. The difference between the lowest and highest quintile (38.5% vs. 27.8% for males and 20.4% vs. 7.7% for females) is less than the difference between the two ends of the education spectrum, illiteracy and university, especially for males.

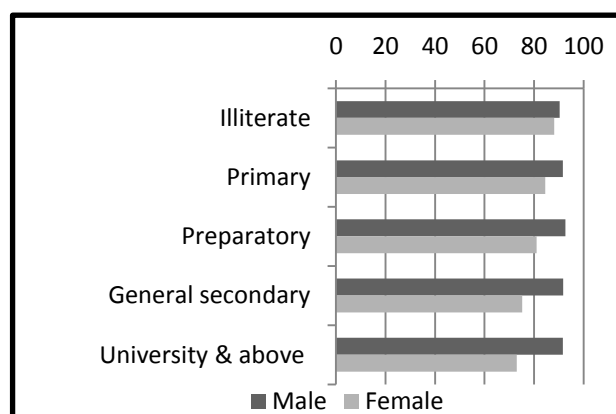
## Women's Work

### Priority in jobs

The survey also aimed to examine young people's attitudes toward women's work. Young people were asked their opinions on whether when jobs were scarce men should have preference over women for getting a job.<sup>63</sup> Overall, around 92.9% of young men and 81.0% of young women believe men should have priority over women for work when jobs are scarce. While attitudes do not vary by age group for both males and females, they vary by marital status for young women but not for young men; a larger percentage of ever-married women (84.2%) believe that men should have priority for work when jobs are scarce, compared to 78.7% of never-married women. The variation in responses by residence of the respondents is also slight among men, but among young women 76.9 % of those living in informal urban areas believe that men should have priority when jobs are scarce, compared to 80.4% and 81.9% of those who reside in urban and rural areas, respectively. Among regions, young people (male and female) who reside in Upper Egypt and the Frontier governorates are more likely to give greater priority to men's getting scarce jobs than women, compared to those living in Lower Egypt and urban governorates.

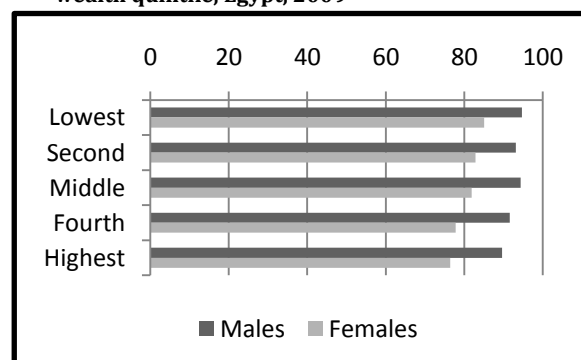
Attitudes of young men and women toward who gets priority when jobs are scarce display opposite patterns when taking into account their education level. As Figure 9.2.4 shows, education appears to have a more significant and inverse relationship on female attitudes than on male attitudes. Among males, 90.3% of those who are illiterate and 91.7% of those with a university-level education believe that men should get priority when jobs are scarce.

**Figure 9.2.4** Percentage of young people aged 15-29 who agree that when jobs are scarce, men should have priority over women for jobs, by sex and educational level, Egypt, 2009



Among females, 88.2% of those who are illiterate think men should have priority compared to 73.0% of those with university-level education.

**Figure 9.2.5** Percentage of young people aged 15-29 who agree that when jobs are scarce, men should have priority over women for jobs, by sex and wealth quintile, Egypt, 2009



Observing young people's attitudes regarding priority for jobs between men and women by wealth level shows a similar pattern as that by educational level, with minor variation among males and a more significant and declining relationship between wealth and females who agree that men should have priority over women in getting a job (see Figure 9.2.5). Rates decline with increasing wealth for females more than for males. For males

<sup>63</sup> To this response, as well as "agree" and "disagree," young people could state "neither" or "don't know." Generally less than 10% stated neither, and given the high percent of young people agreeing, we report percent agreeing and consider any other position as distinctly different and more progressive.

they drop from 94.7% among the lowest wealth quintile to 89.6% in the highest. For females, they drop from 85.1% in the lowest quintile to 76.4% in the highest quintile.

### ***Women's work and marriage opportunities***

Young people were asked whether an employed young woman has better marriage opportunities. Almost a third (31.8%) of males and 46.8% of females agreed that a woman's work enhances her marriage opportunities. There was some variation in responses by age, marital status, and residence (see Table 9.2.1). For example, younger males are less likely to agree than older ones that work enhances women's marriage

**Table 9.2.1 Percentage of young people aged 15-29 who agree that work enhances women's marriage opportunities, by sex, age, marital status, and residence, Egypt, 2009**

Characteristic	Males	Females
<b>Age</b>		
10-14	NA	NA
15-17	30.8	45.8
18-24	31.7	47.9
25-29	33.1	45.5
<b>Marital status</b>		
Never married	32.1	47.7
Ever married	30.2	45.5
<b>Residence</b>		
Urban	35.5	46.6
Rural	29.9	47.0
Informal urban	33.7	45.5

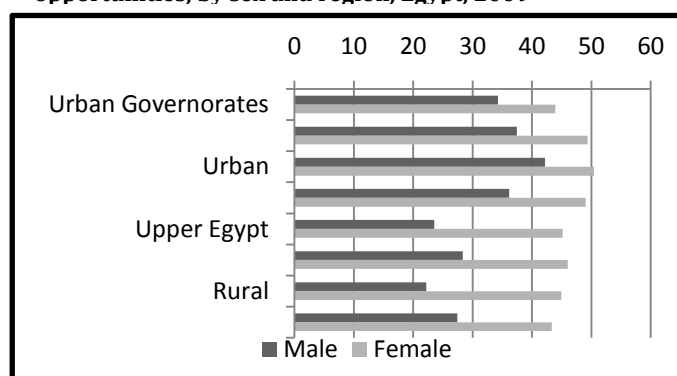
opportunities, whereas among females the 15-17 and 25-29 age categories have the same percentage of agreement (45.5%), and among those aged 18-24, 47.9% agree.

Variation in responses by marriage shows a similar pattern for males and females whereby those who are ever married tend to agree more than those who are never married that women's work enhances their marriage opportunities. Interestingly, patterns by residence vary between the responses given by young men and young women. Among the males, a

higher percentage of those living in urban areas than those living in rural areas believe that work enhances women's marriage opportunities than by a difference of about 5%; yet among females the variation is slight, with those living in rural areas showing the highest percentage of those who believe work enhances women's marriage opportunities.

Responses also vary by region (see Figure 9.2.6). Responses among males show more variation than those among females. Rural Upper Egypt displays the lowest rates among males, while for females the lowest rates are found in the Frontier governorates in terms of the percentage who believe women's work enhances their marriage opportunities.

**Figure 9.2.6 Percentage of young people aged 15-29 who agree that work enhances women's marriage opportunities, by sex and region, Egypt, 2009**

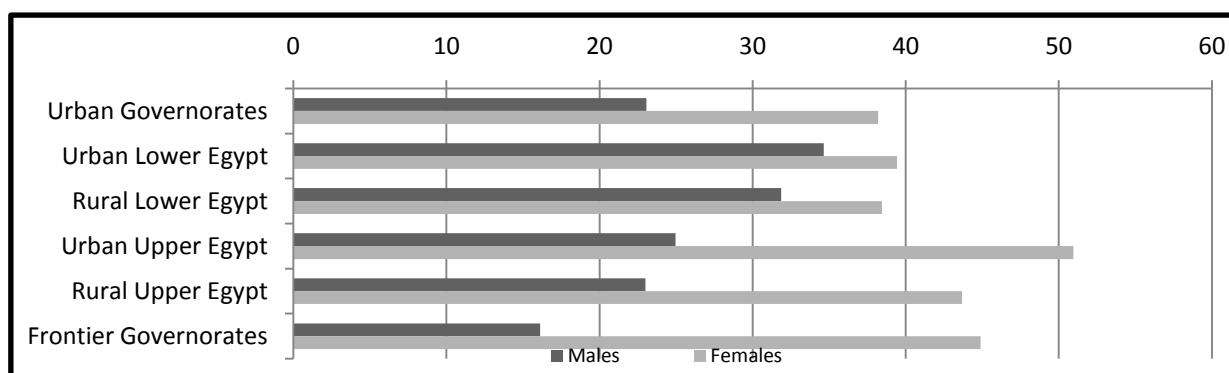


## **9.3 HOUSEHOLD DIVISION OF LABOR AND DECISION MAKING POWER**

### **Domestic Work**

Young people were asked about gender roles in terms of performing domestic chores, specifically, whether they agree that a boy should do as much domestic work as girls do.

**Figure 9.3.1 Percentage of young people aged 15-29 who agree that a boy should perform as much domestic work as girls, by gender and region, Egypt, 2009**



Overall, more than a fourth (27.2%) of young men and 41.0% of young women agree that boys and girls should bear the burden of domestic chores equally. There is little variation by age or marital status. Interestingly, while residence showed less than 1.0% variation for females, 24.7% of urban males and 27.8% of rural males agree, and 31.5% of informal urban young people also agree with an equitable work burden. Strong regional differences in gender-role attitudes also persist in domestic work (Figure 9.3.1).

**Table 9.3.1 Percent of young people who agree that a girl must obey her brother even if he is younger and a woman should obtain her husband's permission for everything, by sex and background characteristics, Egypt, 2009**

Characteristic	A girl must obey her brother even if he is younger		A woman should obtain her husband's permission for everything	
	Males	Females	Males	Females
<b>Age</b>				
15-17	73.2	47.5	87.3	71.8
18-24	71.8	47.9	86.4	73.4
25-29	68.0	52.5	84.0	79.2
<b>Marital status</b>				
Never married	71.6	45.2	86.5	71.7
Ever married	68.0	54.5	82.3	78.8
<b>Residence</b>				
Urban	66.0	41.2	82.5	67.5
Rural	74.1	54.2	87.7	78.9
Informal urban	66.5	39.7	85.3	69.0
<b>Region</b>				
Urban governorates	64.3	40.4	79.5	62.3
Lower Egypt	75.6	45.4	86.4	76.0
Urban	68.9	34.1	83.6	71.7
Rural	77.4	49.1	87.2	77.5
Upper Egypt	69.4	58.0	89.2	79.3
Urban	67.1	50.3	91.9	75.6
Rural	70.0	60.1	88.4	80.4
Frontier governorates	69.4	56.9	83.1	80.5
<b>Total percent</b>	<b>71.1</b>	<b>49.1</b>	<b>86.0</b>	<b>74.7</b>

Males have the most equitable attitudes toward gender roles in domestic work in Lower Egypt, as well as attitudes that show only a small gender gap with female attitudes. Their attitudes are less equitable in Upper Egypt, and even less so in the urban governorates and Frontier governorates. Females have the least equitable attitudes in the urban



governorates and Lower Egypt, while their attitudes are more equitable in Upper Egypt and the Frontier governorates.

Variations in attitudes toward gender roles in domestic work vary less with education and wealth than they do with region. General secondary- and university-educated young people tend to have slightly more equitable attitudes than other young people, and wealthier young people also have slightly more equitable attitudes, but without a clear gradient or strong differences.

## **Decision Making Power**

### ***Obedience***

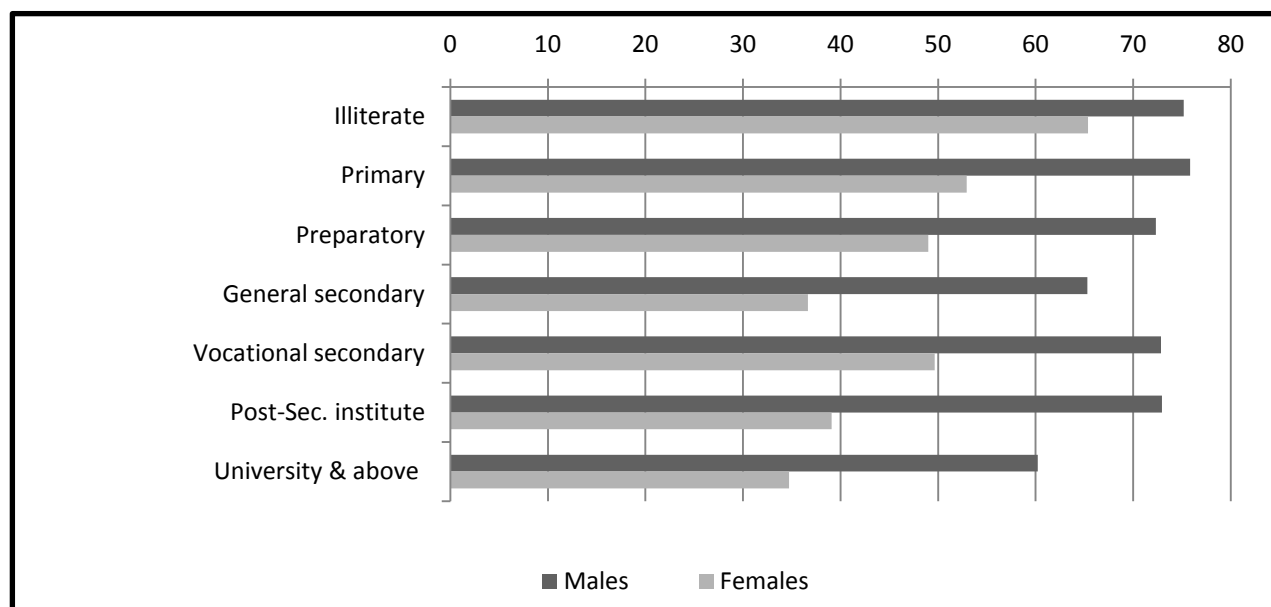
Young people were asked about their attitudes toward the roles of men and women in decision making. They were asked if they agree that a girl must obey her brother even if he is younger and whether a woman must ask her husband for permission before she does anything. The majority of young men believe that females must obey the males in the family; about a three-fourths of them (71.1%) believe that a girl must obey her brother, and 86.0% believe that a woman must obtain permission from her husband before she does anything. Surprisingly, even among young women, almost half (49.1%) think that a girl must obey her brother even if he is younger than her and three-fourths (74.7%) believe a wife must obtain her husband's permission for anything she wants to do.

On these issues, males and females show different but slight patterns with age (see Table 9.3.1). Males decreasingly believe in obedience and permission as they grow older, while females increasingly do so, closing the gender gap. Marital status shows a parallel pattern with age. Rural males and females both were more likely than urban or informal urban young people to agree with obedience and permission. Slightly different patterns are found for obedience to brothers and husband's permission across regions. For females, patterns are fairly consistent. The urban governorates and urban Lower Egypt show slightly lower percentages of young women who agree that a girl must obey her brother and a wife must ask for permission from her husband. Rural Lower Egypt and Upper Egypt show the highest percentage of women who agree with both situations. In the case of a girl obeying her brother, the highest percentage of females who agree is in rural Upper Egypt, while for those who agree that a wife must ask her husband's permission, it is in urban Upper Egypt. The Frontier governorates show a fairly high rate of agreement among females for obeying brothers and asking permission of husbands. For males, in both cases, the urban governorates have the lowest percentage of those who agree. However, urban Lower Egypt, Upper Egypt, and the Frontier governorates all demonstrate a percentage below 70% who agree that a girl must obey her brother even if he is younger than she is, compared to 77.4% of rural Lower Egyptian males. In the case of a woman asking permission from her husband, rates are higher for Lower Egypt than for the urban governorates, but Upper Egypt demonstrates the highest rates (91.9% of males agreeing in urban Upper Egypt). The Frontier governorates' rates are slightly lower (83.1%).

Agreeing with obedience to brother and husband's permission shows similar rates by educational level. Females decreasingly agree that a girl should obey her brother with higher levels of education; the rate of agreement among university females (34.7%) is almost half that of illiterates (65.4%). However, only general secondary- and especially university-educated males show a sharp decline in requiring girls' obedience to their

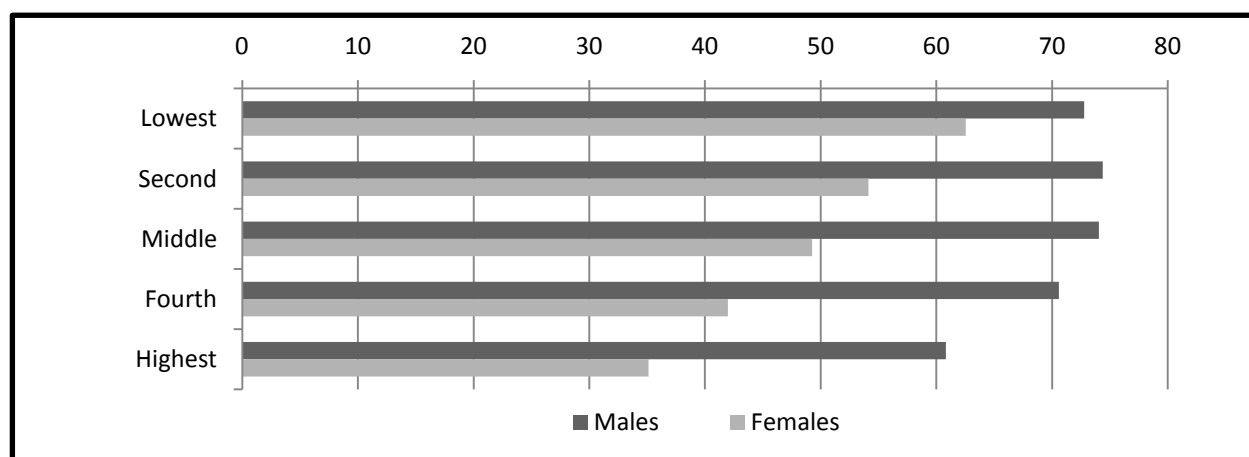
brothers (see Figure 9.3.2). The only difference in husband's permission, in comparison with obedience to brother, is that illiterate males have the lowest rate of agreeing, as does university and above compare with secondary school. All else follows a similar pattern.

**Figure 9.3.2 Percentage of young people aged 15-29 who agree that a girl should obey her brother even if he is younger, by sex, age, and educational level, Egypt, 2009**



Wealth shows a pattern akin to that of education for males and females agreeing with girl's obedience and husband's permission (see Figure 9.3.3). While females steadily agree less often with increasing wealth, males only agree much less often in the highest wealth quintile.

**Figure 9.3.3 Percentage of young people aged 15-29 who agree that a girl should obey her brother even if he is younger, by sex and wealth quintile, Egypt, 2009**



### ***Gender roles in economic decisions***

Young people's attitudes toward gender roles and decisionmaking power are reflected in their responses to questions about the allocation of household income and a woman's right to her inheritance.

Young people were asked whether they agreed that even though Islamic Shari'a law grants females the right to inheritance, in some situations they should not get their share of inheritance in order to keep money or land in the family. The majority of young people believe that a woman should get any inheritance that is due to her. Surprisingly a larger proportion of young women (14.2%) than young men (8.4%) agree that a woman should not take her share of an inheritance in some cases for the greater good of the family. There was little variation (a difference of two percentage points) in attitude by age, marital status, place of residence, or household wealth. There is greater variation by region, where the Frontier governorates have the highest proportion of young men and women (14.0% and 14.7%, respectively) who agree that a woman in some situations should give up her share of inheritance for the greater good of the family. The largest variation is by level of education. A fifth of young women (20.1%) and 14.1% of young men who are illiterate think that a woman should not get her share of an inheritance if necessary to keep it in the family, compared to 4.8% of men and 13.9% of women with university or more education.

Young people were also asked if they agreed that a husband alone should decide how household money should be spent, so that the wife has no say in the allocation of resources in the household. Almost two-thirds (61.5) of young men and more than a third (37.3%) of young women agree that the husband alone should decide on household expenditures. Male and female responses vary by background characteristics. A higher percentage of older and ever-married young women agree that the decision should be made by the husband alone; conversely, younger and never-married young men have a higher percentage who believe such decisions should be the husband's alone. Observing responses by residence shows a significantly higher percentage of young men and women living in rural areas than those living in urban areas who agree that the husband should make decisions alone. Region and educational levels show greater variation in the percentage of young people who agree that women should have no decisionmaking power in household expenditure, and the variation is more pronounced among females than males.

#### **9.4 MARRIAGE AND DIVORCE**

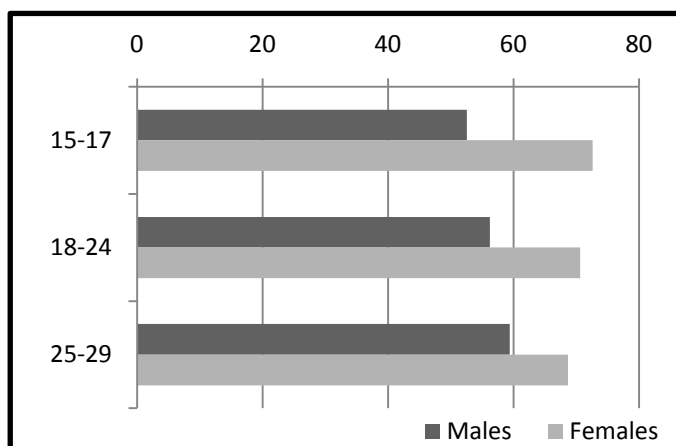
Young people were asked a number of questions about their attitudes toward men's and women's rights in marriage and divorce. There has been increasing concern about *urfi* marriage as a growing phenomenon among young people in Egypt, given the high costs of marriage. *Urfi* marriages are not officially registered and simply entail an agreement between a man and a woman to be married without any binding clauses or costs. A consequence of the high costs of marriage that constrain many young people from getting married is that young people resort to *urfi* marriage. However, *urfi* marriage has implications, especially for women, because their marriage rights are not protected. Although *urfi* marriage is not recognized by law, recently women in an *urfi* arrangement have been granted the right to seek divorce in court. The SYPE asked young people whether they agreed that *urfi* marriage is the solution to recent marriage problems. The majority of young people do not agree that *urfi* marriage is a solution; only 3.9% of males and 6.8% of females agree that it is a solution. The responses show no clear patterns by background characteristics.

## Women's Right to Divorce

Young people were asked about a woman's right to ask for a divorce from her husband *talaq* or through the court *khul*. Almost three-fourths (70.5%) of females and a little more than half (56.2%) of males believe that a woman has the right to ask for a divorce.

Attitudes toward women's right to divorce have different patterns according to sex. As Figure 9.4.1 shows, among young men the proportion that believes in a woman's right to divorce increases with age, whereas among young women it decreases. The changes with age are larger for males (from 52.6% of 15-17-year-olds to 59.4% of 25-29-year-olds) than for females (from 72.6% of females aged 15-17 to 68.7% of 25-29-year-olds), leading to a slight increase in the young population's belief in woman's right to divorce in the older age groups. However, ever-married males and females are slightly less likely to think a woman has the right to divorce compared to those who are never married.

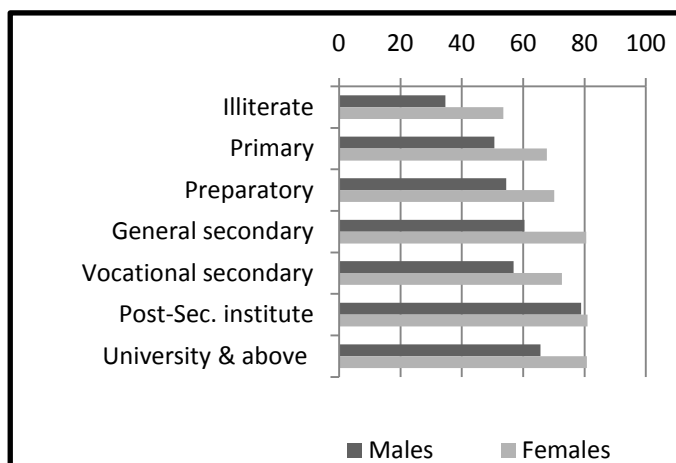
**Figure 14** Percentage of young people aged 15-29 who think that a woman has the right to ask for divorce, by sex and age group, Egypt, 2009



An interesting pattern emerges in attitudes toward divorce by residence (see Figure 9.4.2). While urban males are most likely to believe in a woman's right to divorce (59.4%), and informal urban males the least likely (52.5%), informal urban females are most likely to believe in women's right to divorce (78.4%), and rural females the least likely (67.6%).

Regional variations follow largely along the same lines of residence, with the urban governorates having the highest proportions of young people who believe that a woman has the right to divorce, and rural Upper Egypt and the Frontier governorates have the lowest percentage of young people who believe in a woman's right to divorce (especially for males) and rural Upper Egypt being particularly conservative.

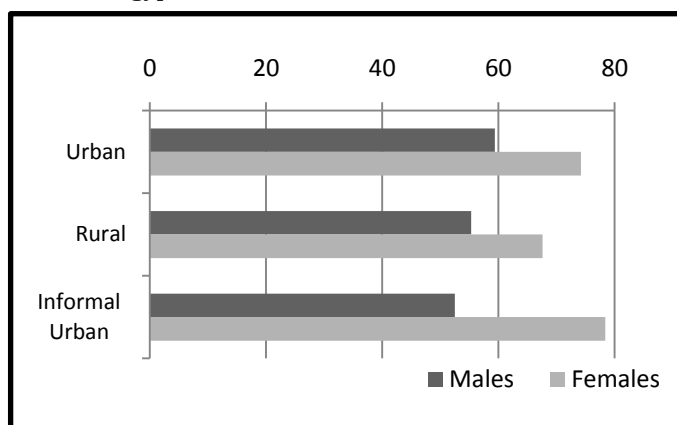
**Figure 15** Percentage of young people aged 15-29 who think that a woman has the right to ask for divorce, by sex and educational level, Egypt, 2009



Young people's positive attitude toward women's divorce rights increases with education (see Figure 9.4.3). Illiterate males (34.7%) and females (53.6%) are by far the least likely to believe in women's right to divorce. Rates increase, and the gender gap decreases through secondary-education levels. Vocational secondary young people are less likely to believe in divorce than general secondary students. Interestingly, despite conservative attitudes in some areas, young people in post-secondary institutes are the most likely to

believe in a woman's right to divorce, with very little gender gap. Believing that a woman has a right to ask for divorce also increases with wealth, but less dramatically than with education. For males, only 48.9% of the lowest quintile believes in this right, and the percentage is highest in the fourth quintile (62.1%). For females, there is a stronger gradient, with 59.2% of women in the lowest quintile, and 79.5% in the highest quintile believing that women have the right to divorce.

**Figure 16 Percentage of young people aged 15-29 who think that a woman has the right to ask for a divorce, by sex and residence, Egypt, 2009**

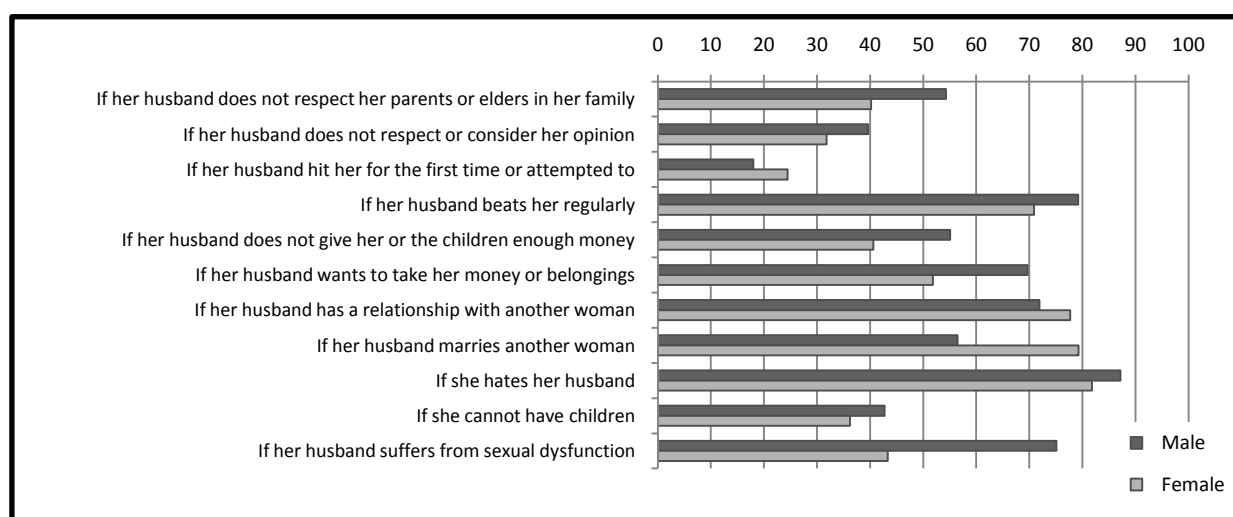


Young people were also asked about society's attitude toward a divorced woman and whether she is respected by others. Only a third (33.9% of males and 31.4% of females) believes that a divorced woman is respected by others in society. Young people's views on society's attitude toward a divorced woman generally follow the same patterns by background characteristics as their views on a woman's right to ask for a divorce.

### Situations in which a woman can ask for divorce

The respondents who agreed that a woman has the right to ask for a divorce were then asked whether they agreed that a woman has the right to ask for a divorce in certain situations (Figure 9.4.4). These situations are: if her husband does not respect her parents or elders in her family; if he does not respect or take into consideration her opinion; if he hit her for the first time or attempted to hit her; if he regularly beats her; if he does not give her and her children money; if he wants to take her money or assets; if he has a relationship with another woman; of if he marries another woman while he is married to her. Because fewer men believe in a woman's right to ask for a divorce, a smaller and more select group of men answered these questions.

**Figure 17 Among young people aged 15-29, who believe that a woman has the right to divorce, percentage who agree that a woman has the right to ask for divorce in specific situations, by sex, Egypt, 2009**

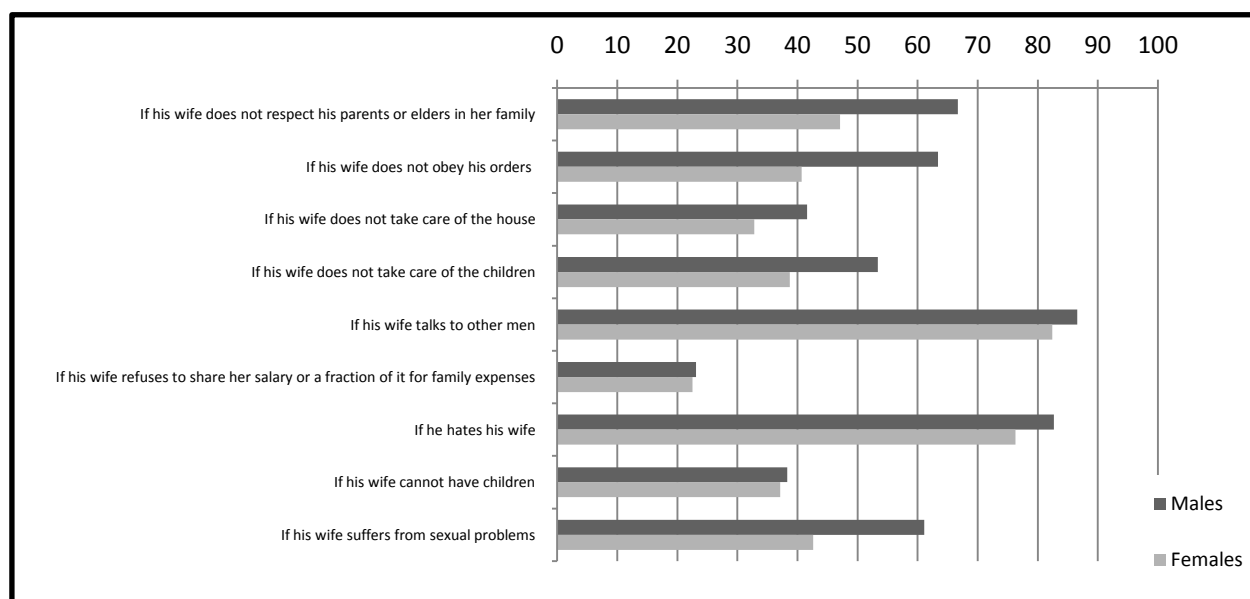


Over 80% of young men and women agree that a woman has the right to ask for a divorce if she hates her husband and more than 60% agree if her husband beats her regularly or is seeing another woman. Young men are more likely to see divorce as justified in cases of wife battery and females when husband is having a relationship with another woman. Another difference between young men and women is when a husband takes a second wife; 79.2% of women consider this a justification for a woman to ask for a divorce but only 56.5% of men agree that it is.

While women are more concerned about her husbands' relationships with other women, males are very concerned about a husband's sexual dysfunction: 75.1% of men and 43.3% of women consider this as grounds for a woman to ask for divorce. This was considered a greater problem by individuals of both sexes than if the couple cannot have children, which was grounds for divorce for slightly more than 40% of males and slightly less than 40% of females. A husband's not giving his wife or children enough money was considered grounds for divorce by 55.1% of males and 40.6% of women; there were nearly identical percentages for a situation in which the husband does not respect his wife's parents or the elders in her family. A higher percentage found it grounds for divorce if the husband wants to take wife's money or belongings than if he does not give her enough money; women who have income or assets of their own may have a stronger standing in the matter of divorce. Less frequently acceptable reasons are if the husband does not respect or consider his wife's opinion (grounds for 39.7% of males and 31.8% of females) and if he hits her once (grounds for 18.0% of males and 24.5% of females).

Young people were also asked their opinions about situations that lead a man to divorce his wife (see Figure 9.4.5). Most young people, 86.6% of males and 82.4% of females, agree that a man can divorce his wife if she talks to another man. It seems that "talking to another man" may have been understood as having a relationship with another man, which could explain the high percentage of young people who agree that it constitutes grounds for a husband to divorce his wife. A husband's "hating his wife" was considered a

**Figure 18 Percentage of young people aged 15-29 who think a man is justified in divorcing his wife in specific situations, by sex, Egypt, 2009**



justification for divorce by 82.7% of males and 76.3% of females. These two reasons, especially for females, were considered to be the greatest justification for a husband to divorce his wife. Males also considered that a wife's suffering from sexual problems (61.1%), not obeying her husband's orders (63.4%), and not respecting her husband's parents (66.7%) are frequent justifications for divorce, and at a higher rate than females considered these to be problems.

In all of the situations listed, the percentage of young women who agree is smaller than the percentage of young men, although the difference is not large for some situations. About half of respondents considered that if the couple cannot have children, if the wife does not take care of the children, and if the wife does not take care of the house, the husband is justified in asking for a divorce. The reason least frequently considered as a justification for a man to divorce his wife is if she refuses to share her salary or a fraction of it for family expenses. Young people from rural areas, Upper Egypt, and those with less education or who were poor averaged a greater percentage saying a man was justified in divorcing his wife.

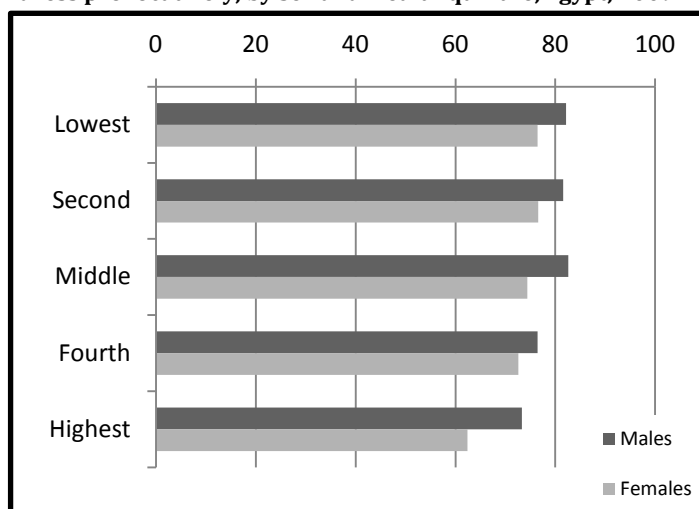
## **9.5 HARASSMENT AND GENDER-BASED VIOLENCE**

### **Harassment**

Harassment and violence against women are serious problems that harm young women and limit their mobility and social and economic participation. Young people were asked whether they agreed that a woman who dressed provocatively deserved to be harassed. Three-fourths of young people (79.6% of males and 72.9% of females) agreed that when a woman dresses provocatively she deserves the harassment she gets. Older males were slightly less likely to agree, and older females slightly more so. Ever-married females were more likely (77.0%) to agree than were never-married females (69.9%), but there was little difference for males by marital status. Urban males (75.2%) and females (67.8%) were the least likely to agree, and rural males (81.8%) and females (75.7%) the most likely. Regional differences further accentuated differences in attitudes toward harassment; young people in the urban governorates had the lowest rates of agreement, Lower Egypt was middling, and Upper Egypt had very high rates of agreement. Interestingly, the Frontier governorates had near gender parity, with 74.9% of males and 75% of females agreeing, and were therefore low for males but high for females.

Young people's attitudes toward harassment change with their level of education particularly among males. The proportion of young people who believe a woman deserves to be harassed for dressing provocatively decreases with higher levels of education. However, males with a vocational secondary-school education had the highest rate of agreement (81.6%), compared with those in general secondary school (74.4%), post-secondary institutes (74.7%), and university (77.3%). For females the rates of agreement were close, around 75%, from illiteracy to preparatory and then in vocational secondary school. Females with a post-secondary institute education were the most likely to agree among females (80.2%), but general secondary (66.4%) and university (62.0%) females were much less likely to agree that a provocatively dressed woman deserves to be harassed.

**Figure 19 Percentage of young people aged 15-29, who agree that women and girls who are harassed deserve to be if they dress provocatively, by sex and wealth quintile, Egypt, 2009**

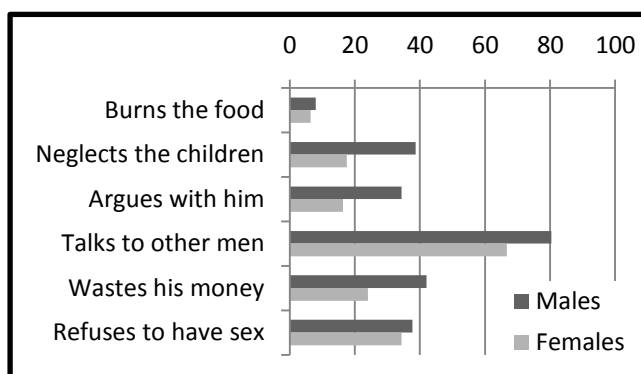


Rates of agreement are relatively constant and high through the three lowest wealth quintiles for males (around 82%) and females (around 75%) (Figure 9.5.1). Male agreement begins to decline in the fourth quintile (76.4%) and is then slightly lower still in the highest quintile (73.3%), while females only decrease in agreement slightly (to 72.6%) in the fourth quintile, and then precipitously (62.4%) in the highest quintile.

### Wife battery

Young people were asked about wife battery, specifically whether a man is justified in beating his wife in a number of different circumstances. As shown in Figure 20, the majority of young people (80.4% of males and 66.7% of females) believe a husband is justified in beating his wife if she speaks to another man. As mentioned above in the situations that justify a husband divorcing his wife, “talking to another man” seems to have a strong negative connotation, which in this case also justifies wife battery. Refusing to have sex with her husband

**Figure 20 Percentage of young people aged 15-29 who agree that a man is justified in beating his wife in specific situations, by sex, Egypt, 2009**



was the reason for which the percentage of young men (37.8%) and young women (34.4%) agree as a valid reason for a husband to beat his wife. While 42.0% of males considered “wasting money” a justification for beating, only 24.0% of females agreed with this reason. Less than 10% of females and less than 20% of males considered beating a wife justified when she argues with the husband, neglects the children, or burns the food. Overall, females were much less likely to consider any justification for a man’s beating his wife. Additionally, there were only small variations with age and marital status in agreeing with these reasons. Urban males and females were generally less likely to consider wife beating justified. Young people from the urban governorates were also the least likely, but males from rural Lower and rural Upper Egypt the most likely, while females from either part of Upper Egypt were more likely. Frontiers males were much less likely, but females more likely than average to consider wife beating justified.

The proportion of young people who believe wife battery is justified declines with education. While illiterate males averaged 2.8 out of 6 reasons as justification for wife beating, university-educated males averaged 1.9. For females, illiterates averaged 2.2,



while university females 1.3 reasons. The attitudes of young people with vocational education toward wife battery were near the average, but those with general secondary education and especially post-secondary education found wife battery less justified. A similar pattern occurs with wealth. Wealthier young people are less likely to consider wife beating justified. There is little variation for males until the fourth wealth quintile, while females decline throughout, although more so in the two highest quintiles.

## **9.6 CONCLUSION**

This chapter explored various questions that capture the attitudes of young people toward gender roles and gender equality. Five main conclusions can be drawn: Young people in Egypt, both men and women, tend to have conservative attitudes toward gender roles. In most cases, young men tend to be more conservative in their attitudes than young women. Attitudes vary by residence and region where urban young people and those living in the Lower Egypt governorates tend to be less conservative than rural young people and those living in Upper Egypt and the Frontier Governorates in most questions explored. Moreover, education has a significant and positive effect on young people's attitudes toward gender equality. Finally, the most disturbing finding is the large segment of Egypt's youth population, including women against whom violence is directed; who believe gender based violence (harassment and wife battery) could be justified in a number of situations.

## APPENDIX A: TABLES

**Table A2.1: When you're sick, where do you usually go to seek medical advice?**

Characteristic	Gov't hospital	Health units	School doctor	Pvt. clinic/hosp	Pharmacy	Mosque/church/NGO	Nowhere	Don't know
<b>Sex</b>								
Males	27.8	14.3	1.7	42.4	3.1	1.4	9.1	0.2
Females	25.0	11.7	0.9	48.6	1.6	1.2	10.9	0.2
<b>Age group</b>								
10-14	26.3	15.4	3.4	44.3	2.0	0.8	7.2	0.8
15-17	27.1	13.9	1.2	44.1	2.2	1.3	10.2	0.0
18-24	26.0	11.4	0.3	46.3	2.7	1.5	11.9	0.0
24-29	26.8	11.8	0.1	46.4	2.6	1.7	10.6	0.0
<b>Urban/rural residence</b>								
Urban	24.4	5.5	2.4	53.6	2.3	3.0	8.7	0.2
Rural	27.5	18.5	0.6	39.5	2.4	0.5	10.8	0.2
Informal urban areas	26.4	4.1	1.5	54.9	3.1	0.6	9.3	0.0
<b>Region</b>								
Urban governorates	23.3	4.9	3.4	54.8	2.4	3.6	7.3	0.2
Lower Egypt	23.4	9.3	0.8	54.0	3.5	0.9	7.8	0.3
Upper Egypt	32.1	22.2	0.5	29.8	1.0	0.3	14.1	0.1
Frontier governorates	27.4	22.4	2.3	25.4	2.2	0.9	17.0	2.3
<b>Education</b>								
Illiterate	31.6	18.4	0.3	28.7	1.7	0.8	18.4	0.2
Read and write	24.9	17.6	3.9	44.1	2.4	0.5	5.7	1.0
Elementary school	29.6	13.7	1.8	41.6	2.4	1.2	9.5	0.2
Middle school	28.2	14.0	1.1	42.0	2.2	1.4	11.0	0.0
General high school	18.7	5.2	0.3	62.2	1.8	1.6	10.3	0.0
Vocational high school	28.0	12.7	0.1	44.2	3.3	1.2	10.5	0.0
Post-secondary institute	19.8	5.8	0.0	59.2	1.3	3.4	10.5	0.0
University & above	16.4	5.2	0.1	65.1	2.1	2.7	8.5	0.0
<b>Employment</b>								
Wage employee	28.6	11.4	0.1	43.3	3.7	2.0	10.7	0.1
Employer/self-employed	32.9	15.0	0.0	31.5	3.0	0.0	17.7	0.0
Unpaid working for family	18.8	18.1	0.3	38.9	3.9	1.5	18.4	0.0
Unemployed search	23.6	12.2	0.8	46.9	4.3	2.3	9.9	0.0
OLF and in school	24.8	12.9	2.6	48.6	1.9	1.0	8.0	0.4
OLF out of school	28.5	14.1	0.1	42.1	1.8	1.1	12.1	0.1
<b>Employment</b>								
In labor force	27.1	12.2	0.2	43.2	3.8	2.0	11.4	0.0
Out of labor force	26.1	13.3	1.7	46.3	1.8	1.0	9.5	0.3
<b>WIQ</b>								
Lowest	35.4	23.0	0.9	22.7	2.8	0.6	14.4	0.2
Second	29.6	17.0	1.1	37.6	2.7	0.9	10.8	0.3
Middle	28.7	14.1	1.3	43.6	2.1	1.2	8.9	0.2
Fourth	23.8	7.0	1.9	54.6	2.6	1.6	8.5	0.1
Highest	12.8	2.7	1.3	71.8	1.7	2.3	7.2	0.2
% weighted	26.4	13.0	1.3	45.4	2.4	1.3	10.0	0.2
<b>Total (weighted)</b>	3971.1	1954.8	191.5	6822.0	361.0	192.2	1503.2	33.1

**Table A2.2 Number of visits to usual source of care in past 6 months (%)**

Characteristic	Males				Females					
	None	1 visit	2 visit	3 or more visits	None	1 visit	2 visit	3 or more visits		
Age group										
10-14	37.3	29.2	19.3	14.3	39.0	23.4	23.2	14.4		
15-17	44.2	25.7	20.8	9.3	40.9	25.1	19.3	14.7		
18-24	45.3	25.8	19.7	9.2	33.2	25.2	22.7	18.9		
24-29	40.9	27.9	19.7	11.5	31.3	22.7	25.5	20.6		
Marital status										
Never married	41.8	27.5	19.6	11.2	38.2	24.8	22.1	14.9		
Ever married	44.0	24.3	21.1	10.7	29.9	22.6	24.6	22.9		
Urban-ural residence										
Urban	38.5	28.6	21.0	12.0	31.6	27.1	23.7	17.6		
Rural	43.8	26.0	19.1	11.2	37.9	22.7	22.3	17.1		
Informal urban areas	42.6	30.0	19.6	7.9	35.9	23.1	23.7	17.3		
Region										
Urban Governorates	33.7	30.5	23.5	12.3	26.3	27.6	27.4	18.6		
Lower Egypt	31.9	33.2	24.2	10.7	30.7	28.4	24.2	16.6		
Upper Egypt	60.0	16.8	12.1	11.1	48.7	15.8	18.1	17.4		
Frontier Governorates	46.4	37.0	11.4	5.2	47.0	22.6	18.2	12.2		
Education										
Illiterate	42.3	22.2	20.9	14.7	37.5	20.7	21.1	20.6		
Read and write	35.5	29.9	19.4	15.1	34.8	25.3	24.7	15.3		
Elementary school	41.8	26.6	19.2	12.5	39.3	23.0	21.6	16.1		
Middle school	44.0	26.0	20.7	9.3	39.2	23.9	19.7	17.2		
General high school	43.3	28.7	19.4	8.7	35.1	27.9	23.2	13.9		
Vocational high school	43.1	27.1	20.1	9.7	31.5	24.9	24.3	19.3		
Post-secondary institute	50.7	23.1	17.9	8.3	37.8	20.0	30.0	12.2		
University and above	45.2	26.7	19.6	8.5	28.1	25.4	26.6	19.8		
Employment										
Wage employee	41.9	27.8	20.4	9.9	32.9	25.5	25.5	16.2		
Employer/self-Employed	52.8	25.8	16.7	4.7	55.3	6.5	25.6	12.6		
Unpaid working for Family	51.3	25.6	15.2	7.9	35.1	32.7	17.1	15.2		
Unemployed search	40.4	27.1	22.6	10.0	32.0	19.0	27.7	21.3		
OLF and in school	40.7	27.9	19.5	12.0	38.8	25.1	21.8	14.2		
OLF out of school	45.9	20.1	19.5	14.6	33.0	23.3	23.3	20.3		
Employment										
In labor force	42.8	27.5	20.1	9.6	33.1	23.4	25.8	17.7		
Out of labor force	41.4	26.9	19.5	12.3	36.0	24.2	22.6	17.2		
WIQ										
Lowest	48.8	21.9	16.7	12.6	37.4	21.3	21.2	20.2		
Second	41.3	26.5	19.8	12.4	38.5	23.3	21.1	17.0		
Middle	43.6	26.8	19.4	10.2	38.3	23.6	22.2	16.0		
Fourth	37.2	29.0	22.5	11.3	32.5	25.8	24.1	17.6		
Highest	38.6	32.0	20.5	9.0	31.6	26.7	25.9	15.8		
Total (weighted)	2646.9	1711.9	1245.6	700.6	6305.0	2545.6	1722.0	1631.6	1230.9	7130.0
%	42.0	27.2	19.8	11.1	100.0	35.7	24.2	22.9	17.3	100.0

**Table A2.3 Perceptions of environmental pollution by background characteristics**

Characteristic		No	Yes	Don't know	Unweighted N	Percent
<b>Residence</b>						
	Urban	64.0	32.7	3.3	3,922	35.7%
	Rural	68.0	26.9	5.1	6,052	55.1%
	Informal urban areas	59.2	34.7	6.1	1,018	9.3%
<b>Region</b>						
	Urban governorates	62.0	34.9	3.1	2,518	22.9%
	Lower Egypt	69.7	22.4	7.9	4,358	39.6%
	Urban Lower Egypt				1,169	10.6%
	Rural Lower Egypt				3,189	29.0%
	Upper Egypt	63.2	35.4	1.5	3,264	29.7%
	Urban Upper Egypt				768	7.0%
	Rural Upper Egypt				2,496	22.7%
	Frontier governorates	80.3	15.5	4.2	852	7.8%
<b>Education</b>						0.0%
	Illiterate	76.0	16.1	7.9	1,068	9.7%
	Read and write	63.3	24.3	12.4	17	0.2%
	Elementary school	67.3	26.6	6.2	1,598	14.5%
	Middle school	64.4	31.6	4.0	2,586	23.5%
	General high school	64.4	32.6	3.0	1,233	11.2%
	Vocational high school	65.1	30.2	4.7	3,126	28.4%
	Post-secondary institute	68.8	30.0	1.2	254	2.3%
	University and above	63.6	32.7	3.7	1,110	10.1%
<b>Employment</b>						0.0%
	In labor force	59.3	35.3	5.5	3,802	34.6%
	Out of labor force	70.2	25.6	4.2	7,190	65.4%
<b>WIQ</b>						0.0%
	Lowest WIQ	66.5	28.9	4.6	1,985	18.1%
	Second WIQ	66.8	27.7	5.4	2,205	20.1%
	Middle WIQ	67.2	27.5	5.4	2,341	21.3%
	Fourth WIQ	64.0	32.1	3.9	2,355	21.4%
	Highest WIQ	65.5	30.8	3.7	2,106	19.2%
<b>Total % (weighted)</b>		66.1	29.3	4.7	10,992	100.0%
<b>Total N (weighted)</b>		7,250.6	3,212.5	512.9		

Table A2.4: Most frequent means of transportation used by SYPE respondents														
Characteristic	Micro-bus	Foot	Truck	Toktok	Bus	Taxi	Private Car	Metro	Motor-cycle	Train	Bike	Cart	Unweighted N	Unweighted %
<b>Sex</b>														
Males	61.2	15.6	7.4	5.4	2.4	2.1	1.7	1.3	1.0	0.7	1.0	0.3	6,961	46.3
Females	45.5	28.1	7.7	7.5	3.1	2.9	2.8	1.7	0.2	0.5	0.0	0.1	8,087	53.7
<b>Age group</b>														
10-14	33.9	42.4	6.5	6.9	3.3	2.0	2.4	0.8	0.6	0.1	0.9	0.3	4,056	27.0
15-17	56.4	17.3	9.4	7.0	2.4	2.4	1.8	1.8	0.4	0.8	0.4	0.1	2,490	16.6
18-24	63.8	11.7	7.9	5.7	2.4	2.5	2.1	2.0	0.7	1.0	0.3	0.2	5,342	35.5
24-29	61.1	13.5	7.0	6.6	3.0	3.2	2.7	1.2	0.8	0.5	0.4	0.2	3,160	21.0
<b>Marital status</b>														
Never married	53.1	22.7	7.2	6.0	2.7	2.5	2.3	1.6	0.6	0.7	0.5	0.2	11,507	76.5
Ever married	55.4	17.7	9.1	8.2	2.8	2.4	2.1	0.8	0.6	0.3	0.3	0.3	3,541	23.5
<b>Urban/rural residence</b>														
Urban	55.6	18.5	1.8	3.5	3.8	6.2	5.6	4.2	0.1	0.4	0.1	0.1	5,342	35.5
Rural	51.9	23.9	11.5	6.9	2.1	0.5	0.6	0.1	1.0	0.7	0.7	0.2	8,354	55.5
Informal urban areas	56.7	18.7	2.0	13.0	3.4	2.2	1.2	1.1	0.3	0.9	0.3	0.3	1,352	9.0
<b>Region</b>														
Urban governorates	57.0	18.2	0.6	0.9	5.3	4.3	6.8	6.6	0.0	0.2	0.1	0.1	3,383	22.5
Lower Egypt	56.4	15.9	8.1	11.6	2.2	2.4	0.8	0.1	0.6	0.9	0.8	0.2	5,879	39.1
Urban Lower Egypt	57.7	12.1	0.7	14.3	2.8	8.3	1.7	0.2	0.3	1.1	0.5	0.2	1,565	10.4
Rural Lower Egypt	55.9	17.3	10.7	10.7	2.0	0.3	0.5	0.1	0.7	0.9	0.9	0.2	4,314	28.7
Upper Egypt	48.7	30.2	10.9	3.7	1.9	1.4	1.2	0.1	1.1	0.4	0.4	0.2	4,581	30.4
Urban Upper Egypt	51.7	26.6	6.2	7.5	0.9	3.6	2.6	0.0	0.2	0.5	0.2	0.1	1,047	7.0
Rural Upper Egypt	47.8	31.2	12.3	2.6	2.1	0.7	0.8	0.1	1.3	0.4	0.5	0.2	3,534	23.5
Frontier governorates	36.4	39.8	13.1	0.4	1.8	3.9	1.5	0.3	0.8	0.1	0.3	1.7	1,205	8.0

**Table A2.4 Most frequent form of transportation (continued)**

<b>Education</b>														1,16	
Illiterate	39.6	35.6	13.5	5.9	2.5	0.6	1.2	0.2	0.3	0.0	0.3	0.4		9	7.8
Read and write	30.3	46.4	6.5	6.8	3.6	1.9	2.5	0.7	0.4	0.2	0.5	0.3		2,17	
Elementary school	46.0	29.2	7.7	7.1	3.0	1.9	1.8	0.9	0.6	0.1	1.2	0.4		3,35	
Middle school	61.1	13.1	9.6	7.0	2.5	1.8	1.8	1.4	0.5	0.9	0.3	0.1		2,62	
General high school	70.7	2.9	3.4	3.6	2.4	5.2	3.1	5.1	0.5	2.9	0.2	0.0		6	17.5
Vocational high school	65.0	12.2	8.0	7.1	2.4	2.0	0.6	1.0	0.8	0.5	0.3	0.2		1,23	
Post-secondary institute	75.0	8.0	3.6	4.3	2.0	2.4	0.7	2.3	1.7	0.0	0.0	0.0		3	8.2
University and above	63.7	5.3	3.1	4.0	2.4	6.9	9.3	3.5	1.0	0.6	0.2	0.0		3,12	
														6	20.8
														254	1.7
														1,11	
														0	7.4
<b>Employment</b>														2,88	
Wage employee	69.2	7.3	7.3	5.2	2.6	2.0	2.0	1.6	1.2	0.5	0.8	0.3		1	19.2
Employer/self-employed	60.7	15.4	6.8	3.1	3.3	2.1	5.6	0.6	1.8	0.7	0.0	0.0		127	0.8
Unpaid working for family	61.5	9.5	13.0	4.6	1.6	1.1	1.9	0.0	2.1	1.1	2.2	1.5		286	1.9
Unemployed search	69.1	8.7	7.4	6.0	2.9	2.2	1.6	1.6	0.3	0.3	0.0	0.0		651	4.3
OLF and in school	46.5	28.4	6.6	6.5	2.8	2.8	2.7	1.8	0.4	0.8	0.6	0.1		6,71	
OLF out of school	49.9	24.8	9.0	7.6	2.8	2.5	1.7	0.9	0.4	0.3	0.0	0.2		7	44.6
														4,38	
														6	29.2
<b>Employment</b>														3,94	
In labor force	68.3	8.0	7.8	5.2	2.6	1.9	2.0	1.5	1.2	0.5	0.7	0.3		5	26.2
Out of labor force	47.7	27.1	7.5	6.9	2.8	2.7	2.3	1.5	0.4	0.6	0.4	0.1		11,1	
														03	73.8
<b>Wealth quintile</b>														2,82	
Lowest	44.9	32.2	11.9	5.5	2.7	0.4	0.3	0.2	0.4	0.5	0.6	0.5		3	18.8
Second	53.8	22.8	10.9	7.3	2.1	0.4	0.4	0.2	0.7	0.7	0.6	0.2		2,99	
Middle	56.5	20.9	8.0	7.7	2.5	1.0	0.4	0.8	1.1	0.6	0.6	0.2		2	19.9
Fourth	60.2	17.8	4.3	7.7	3.4	2.3	0.6	2.1	0.5	0.8	0.4	0.0		3,18	
Highest	51.8	14.1	1.8	3.4	3.2	9.2	8	4.6	0.4	0.5	0.3	0.0		8	21.2
<b>TOTAL (%)</b>	<b>53.5</b>	<b>21.7</b>	<b>7.5</b>	<b>6.4</b>	<b>2.7</b>	<b>2.5</b>	<b>2.3</b>	<b>1.5</b>	<b>0.</b>	<b>0.</b>	<b>0.</b>	<b>0.</b>	<b>100.</b>	3,17	
<b>(weighted)</b>	<b>804</b>	<b>326</b>	<b>113</b>	<b>963</b>	<b>412</b>	<b>369</b>	<b>337</b>	<b>220</b>	<b>94.</b>	<b>89.</b>	<b>73.</b>	<b>29.</b>	<b>1502</b>	2,87	
Total n (weighted)	3.2	1.1	2.4	.6	.2	.2	.8	.9	2	7	3	2	9.0	2	19.1
														0	
														15,0	100
														48	.0

Table A2.5 Passenger seat-belt use						Unweighted N	Unweighted Percent
Sex		Never	Rarely	Sometimes	Always		
	Males	35.5	17.05	37.78	9.69	6,961	46.3
	Females	72.1	9.71	14.06	4.16	8,087	53.7
Age group							
	10-14	65.8	13.56	16.63	3.98	4,056	27.0
	15-17	53.6	14.3	26.71	5.39	2,490	16.6
	18-24	46.5	13.7	31.11	8.69	5,342	35.5
	24-29	47.6	12.15	30.64	9.6	3,160	21.0
Region							
	Urban governorates	40.63	16.49	34.73	8.15	3,383	22.5
	Lower Egypt	55.65	11.92	27.2	5.23	5,879	39.1
	Urban Lower Egypt	48.34	13.49	31.08	7.09	1,565	10.4
	Rural Lower Egypt	58.22	11.37	25.84	4.58	4,314	28.7
	Upper Egypt	58.35	13.23	19.95	8.48	4,581	30.4
	Urban Upper Egypt	54.82	15.5	20.6	9.07	1,047	7.0
	Rural Upper Egypt	59.36	12.58	19.76	8.3	3,534	23.5
	Frontier governorates	56.85	18.22	18.52	6.41	1,205	8.0
Education							
	Illiterate	76.64	7.74	12.79	2.83	1,169	7.8
	Read and write	67.81	12.44	16.03	3.71	2,173	14.4
	Elementary school	59.04	14.93	21.54	4.49	3,357	22.3
	Middle school	51.13	14.08	27.86	6.92	2,626	17.5
	General high school	37.17	13.2	38.18	11.44	1,233	8.2
	Vocational high school	45.49	13.87	32.22	8.41	3,126	20.8
	Post-secondary institute	39.99	13.17	34.55	12.3	254	1.7
	University and above	32.66	13.89	37.86	15.59	1,110	7.4
Employment							
	Wage employee	31.45	14.83	41.75	11.97	2,881	19.2
	Employer/self- employed	27.35	21.7	35.83	15.11	127	0.8
	Unpaid working for family	41.55	9.48	38.54	10.44	286	1.9
	Unemployed search	40.52	13.44	37.03	9.01	651	4.3
	OLF and in school	57.16	14.37	22.94	5.53	6,717	44.6
	OLF out of school	68.33	10.81	16.17	4.7	4,386	29.2
Employment							
	In labor force	33.62	14.37	40.55	11.45	3,945	26.2
	Out of labor force	61.15	13.1	20.53	5.23	11,103	73.8
WIQ							
	Lowest	61.5	12.04	20.05	6.37	2,823	18.8
	Second	57.0	12.78	25.61	4.66	2,992	19.9
	Middle	55.7	12.9	25.25	6.13	3,188	21.2
	Fourth	53.6	13.24	26.62	6.52	3,173	21.1
	Highest	36.9	16.77	34.37	11.97	2,872	19.1
<b>TOTAL (%) (weighted)</b>		53.38	13.46	26.18	6.99	<b>15,048</b>	<b>100.0</b>
Total n (weighted)		8022.6	2022.5	3933.9	1050.1		
					15029.0		

Table A2.6 Experience of sexual harassment among females aged 10-29					
Characteristic		No experience	Has experience	Unweighted N	Unweighted Percent
<b>Age group</b>					
	10-14	76.3	23.7	2,014	24.9%
	15-17	45.9	54.1	1,289	15.9%
	18-24	45.8	54.2	2,891	35.7%
	24-29	53.6	46.5	1,893	23.4%
<b>Marital status</b>					
	Never married	56.5	43.6	5,309	65.6%
	Ever married	55.5	44.5	2,778	34.4%
<b>Urban/rural residence</b>					
	Urban	44.2	55.8	2,778	34.4%
	Rural	64.7	35.3	4,566	56.5%
	Informal urban areas	42.9	57.1	743	9.2%
<b>Region</b>					
	Urban governorates	34.2	65.8	1,713	21.2%
	Lower Egypt	51.7	48.3	3,158	39.1%
	Urban Lower Egypt	43.2	56.9	838	10.4%
	Rural Lower Egypt	54.7	45.3	2,320	28.7%
	Upper Egypt	74.4	25.6	2,576	31.9%
	Urban Upper Egypt	68.7	31.4	586	7.2%
	Rural Upper Egypt	76.1	23.9	1,990	24.6%
	Frontier governorates	66.0	34.0	640	7.9%
<b>Education</b>					
	Illiterate	73.0	27.0	944	11.7%
	Read and write	84.4	15.6	1,053	13.0%
	Elementary school	61.0	39.0	1,700	21.0%
	Middle school	46.2	53.8	1,328	16.4%
	General high school	30.8	69.2	607	7.5%
	Vocational high school	48.1	51.9	1,703	21.1%
	Post-secondary institute	35.8	64.2	137	1.7%
	University and above	33.4	66.6	615	7.6%
<b>Employment</b>					
	Wage employee	37.4	62.6	514	6.4%
	Employer/self-employed	47.5	52.5	17	0.2%
	Unpaid working for family	48.5	51.5	40	0.5%
	Unemployed search	42.7	57.4	264	3.3%
	OLF and in school	59.2	40.8	3,319	41.0%
	OLF out of school	56.8	43.2	3,933	48.6%
<b>Employment</b>					
	In labor force	39.8	60.2	835	10.3%
	Out of labor force	58.0	42.0	7,252	89.7%
<b>WIQ</b>					
	Lowest	72.2	27.8	1,574	19.5%
	Second	61.4	38.6	1,646	20.4%
	Middle	57.6	42.5	1,675	20.7%
	Fourth	47.9	52.1	1,680	20.8%
	Highest	39.8	60.3	1,512	18.7%
<b>TOTAL (%) (weighted)</b>		56.2	43.8	<b>8,087</b>	100.0%
Total n (weighted)		4538.5	3541.5		
			15029.0		



**Table A2.7 Consumption pattern of food groups**

	Rice/pasta/potatoes				Meat/chicken/fish/eggs				Legumes/foul				(Milk/Cheese/milk products				Vegetables (Fresh/cooked/pickled)				Fruit				Processed food (sweets/carbonated drinks)/fast food/pastries			
Number of times consumed/ week	0	1-3	3+		0	1-3	3+	N	0	1-3	3+	N	0	1-3	3+	N	0	1-3	3+	N	0	1-3	3+	N	0	1-3	3+	N
Age	%	%	%	N	%	%	%	N	%	%	%	N	%	%	%	N	%	%	%	N	%	%	%	N	%	%	%	N
10-14 males	0.5	39.7	59.8	2,042	0.5	39.7	59.8	2,042	5.6	47.8	46.6	2,042	13.4	46.0	40.6	2,042	0.7	47.4	51.9	2,042	17.0	62.3	20.7	2,042	6.7	55.9	37.4	2,042
10-14 females	0.7	43.1	56.3	2,013	0.7	43.1	56.3	2,013	5.2	53.8	41.0	2,013	15.2	51.8	33.0	2,013	0.9	53.5	45.6	2,013	18.3	62.9	18.7	2,013	11.3	55.8	32.9	2,013
15-21yrs males	0.4	38.7	60.9	2,601	0.4	38.7	60.9	2,601	4.7	45.2	50.1	2,601	14.2	46.3	39.5	2,601	0.9	43.5	55.6	2,601	14.7	62.6	22.7	2,601	11.9	59.4	28.7	2,601
15-21 female	0.6	45.9	53.5	2,844	0.6	45.9	53.5	2,844	7.0	53.1	39.8	2,844	17.4	49.2	33.4	2,844	0.6	51.4	48.0	2,844	13.6	67.3	19.1	2,844	23.7	55.7	20.6	2,844
22-29 male	0.5	37.6	61.9	2,317	0.5	37.6	61.9	2,317	4.7	45.2	50.1	2,317	15.5	44.2	40.3	2,317	1.1	44.8	54.1	2,317	14.0	63.4	22.6	2,317	16.3	57.0	26.7	2,317
22-29 female	0.5	44.4	55.1	3,229	0.5	44.4	55.1	3,229	6.4	53.5	40.1	3,229	14.1	53.3	32.6	3,229	0.6	51.8	47.7	3,229	14.5	65.3	20.2	3,229	34.0	52.5	13.4	3,229
Education																												
Illiterate	0.8	45.2	54.1	1,169	0.8	45.2	54.1	1,169	5.3	49.9	44.8	1,169	19.3	48.0	32.8	1,169	0.6	50.3	49.1	1,169	24.4	62.0	13.6	1,169	48.2	40.6	11.3	1,169
Read & Write	0.6	40.7	58.8	2,172	0.6	40.7	58.8	2,172	5.3	49.3	45.4	2,172	12.6	50.8	36.6	2,172	0.7	50.7	48.6	2,172	17.6	62.8	19.6	2,172	8.0	56.3	35.7	2,172
Elementary school	0.5	42.2	57.3	3,357	0.5	42.2	57.3	3,357	5.5	50.5	44.0	3,357	16.2	47.4	36.5	3,357	1.0	49.0	50.0	3,357	18.0	62.8	19.2	3,357	16.8	54.8	28.5	3,357
Middle school	0.5	42.7	56.7	2,626	0.5	42.7	56.7	2,626	5.2	49.5	45.3	2,626	16.5	47.5	36.0	2,626	0.9	48.4	50.7	2,626	15.3	64.3	20.4	2,626	19.0	57.9	23.1	2,626
General high school	0.2	40.6	59.2	1,233	0.2	40.6	59.2	1,233	8.3	50.5	41.2	1,233	15.7	46.6	37.8	1,233	0.5	45.6	53.9	1,233	8.6	66.3	25.1	1,233	9.6	56.6	33.8	1,233
Vocational high school	0.4	41.3	58.3	3,126	0.4	41.3	58.3	3,126	4.9	49.1	46.0	3,126	13.7	50.7	35.6	3,126	0.6	49.1	50.2	3,126	12.6	66.9	20.6	3,126	23.3	60.0	16.7	3,126
Post-secondary Institute	0.8	40.9	58.3	254	0.8	40.9	58.3	254	7.1	51.6	41.3	254	13.0	48.0	39.0	254	0.4	50.8	48.8	254	9.1	67.3	23.6	254	17.7	57.1	25.2	254
University & above	0.6	40.6	58.8	1,109	0.6	40.6	58.8	1,109	7.8	52.7	39.5	1,109	11.5	49.2	39.2	1,109	1.0	46.2	52.8	1,109	7.2	62.8	30.0	1,109	11.9	57.7	30.4	1,109

Employment																												
Not working	0.6	42.7	56.7	11,750	0.6	42.7	56.7	11,750	5.9	51.1	43.0	11,750	15.1	49.0	35.9	11,750	0.7	49.8	49.5	11,750	15.2	64.4	20.3	11,750	19.4	55.2	25.4	11,750
Working	0.3	38.6	61.0	3,296	0.3	38.6	61.0	3,296	5.0	46.0	49.1	3,296	14.7	47.6	37.7	3,296	1.0	45.3	53.8	3,296	14.8	63.4	21.8	3,296	16.5	58.3	25.2	3,296
Residence																												
Urban	0.4	41.5	58.1	5,342	1.8	61.0	37.2	5,342	6.7	51.1	42.2	5,342	15.9	46.2	37.9	5,342	1.0	47.6	51.4	5,342	12.3	62.8	24.9	5,342	11.7	53.2	35.1	5,342
Rural	0.6	42.7	56.7	8,353	1.4	63.2	35.5	8,353	5.1	49.2	45.8	8,353	14.8	50.4	34.8	8,353	0.7	50.3	49.1	8,353	17.6	65.1	17.3	8,353	24.1	57.3	18.6	8,353
Slum	0.7	37.7	61.7	1,351	1.3	57.2	41.5	1,351	5.9	50.5	43.6	1,351	12.4	48.0	39.6	1,351	0.5	44.7	54.8	1,351	11.0	64.2	24.9	1,351	13.5	58.2	28.4	1,351
Region																												
Urban Governorates	0.3	42.1	57.6	3,613	2.3	60.8	37.0	3,613	7.5	51.2	41.4	3,613	16.5	45.5	38.0	3,613	1.2	47.8	51.0	3,613	13.5	60.8	25.7	3,613	9.4	51.8	38.8	3,613
Urban Lower Egypt	0.5	32.0	67.5	1,335	0.6	54.8	44.6	1,335	5.7	46.4	47.9	1,335	10.8	50.9	38.4	1,335	0.2	43.5	56.3	1,335	6.7	64.6	28.7	1,335	10.3	59.6	30.1	1,335
Rural Lower Egypt	0.2	37.0	62.7	4,314	0.6	61.1	38.3	4,314	4.8	48.9	46.3	4,314	11.6	52.8	35.7	4,314	0.5	45.5	54.0	4,314	12.7	67.1	20.3	4,314	18.9	59.9	21.3	4,314
Urban Upper Egypt	1.0	49.5	49.5	1,046	2.5	65.1	32.4	1,046	5.0	56.1	38.9	1,046	17.0	46.4	36.6	1,046	0.9	51.3	47.8	1,046	14.3	69.6	16.1	1,046	16.9	59.9	23.1	1,046
Rural Upper Egypt	1.1	50.3	48.7	3,533	2.4	66.1	31.5	3,533	5.5	49.9	44.7	3,533	18.8	47.6	33.6	3,533	0.9	55.7	43.5	3,533	23.8	63.2	13.0	3,533	28.3	55.4	16.3	3,533
Frontier Governorates	0.2	37.8	62.0	1,205	0.1	60.4	39.5	1,205	5.0	49.1	45.9	1,205	14.4	47.1	38.5	1,205	0.8	47.5	51.7	1,205	13.4	62.0	24.6	1,205	29.3	48.3	22.4	1,205
WIQ																												
Lowest	1.1	47.5	51.4	2,822	3.1	65.3	31.6	2,822	4.6	51.2	44.3	2,822	19.6	49.0	31.4	2,822	1.1	51.3	47.6	2,822	25.2	61.8	13.1	2,822	31.9	54.3	13.9	2,822
Second	0.4	41.5	58.1	2,992	1.0	65.4	33.5	2,992	5.2	48.1	46.8	2,992	14.5	51.7	33.9	2,992	0.7	51.8	47.6	2,992	18.2	65.7	16.1	2,992	24.6	56.5	18.9	2,992
Middle	0.4	42.6	57.0	3,188	0.9	62.8	36.3	3,188	4.9	48.7	46.4	3,188	15.4	50.3	34.3	3,188	0.7	48.6	50.7	3,188	15.3	66.0	18.7	3,188	19.3	57.8	22.9	3,188
Fourth	0.3	39.4	60.3	3,172	1.1	60.2	38.7	3,172	5.3	49.9	44.9	3,172	12.9	47.7	39.4	3,172	0.5	46.9	52.6	3,172	9.9	66.7	23.4	3,172	12.2	58.9	28.9	3,172
Highest	0.4	38.5	61.1	2,872	1.6	55.5	42.9	2,872	8.8	52.3	38.9	2,872	12.9	44.7	42.3	2,872	1.0	45.7	53.3	2,872	7.8	60.2	32.0	2,872	6.4	51.5	42.0	2,872

**Table A2.8 Consumption pattern of protein food items**

		Meat			Eggs			Chicken			Fish			legume/foul		
Gender		0	1-3	3+	0	1-3	3+	0	1-3	3+	0	1-3	3+	0	1-3	3+
	Males	20.28	70.24	9.49	16.31	55.13	28.57	24.8	67.32	7.87	39.16	51.4	9.45	4.87	45.81	49.33
	Females	23.88	68.31	7.81	17.17	60.17	22.66	28.78	66.05	5.17	33.85	59.1	7.05	6.18	53.71	40.11
Age																
	10-14	24.12	67.28	8.6	16.39	55.77	27.84	26.61	66.77	6.62	38.29	54.24	7.48	5.4	50.63	43.97
	15-17	22.03	68.6	9.38	17.45	57.8	24.75	28.12	66.28	5.59	39.14	53.39	7.48	5.67	49.6	44.73
	18-24	20.93	70.92	8.15	16.82	58.5	24.67	25.94	67.63	6.43	35.65	55.58	8.77	5.76	48.62	45.62
	24-29	21.05	69.83	9.13	16.46	58.43	25.11	27.32	65.19	7.48	33.55	57.25	9.2	5.09	50.28	44.63
Marital status																
	Never married	20.52	70.5	8.98	17.36	57.39	25.25	26.26	66.96	6.78	36.55	54.54	8.9	5.69	48.98	45.33
	Ever married	22.98	69.06	7.95	15.58	60.76	23.66	28.24	65.92	5.85	34.09	58.11	7.8	5.22	50.08	44.7
Urban-rural residence																
	Urban	19.95	68.59	11.45	20.22	54.77	25.02	26.1	66.16	7.74	30.76	59.66	9.58	6.51	50.74	42.75
	Rural	23.81	69.42	6.77	15.15	58.74	26.11	27.57	66.57	5.87	40.74	52.36	6.9	4.97	48.94	46.09
	Informal urban areas	18.02	70.83	11.15	14.98	59.86	25.16	23.9	69.28	6.83	29.99	57.58	12.43	5.55	50.64	43.82
Region																
	Urban Governorates	19.96	66.42	13.62	21.26	52.99	25.75	24.99	66.91	8.09	26.34	63	10.66	7.23	50.1	42.67
	Lower Egypt															
	Urban Lower Egypt	16.45	73.84	9.72	15.63	59.45	24.92	22.26	69.82	7.92	23.87	62.93	13.2	5.5	47.74	46.76
	Rural Lower Egypt	21.64	70.92	7.44	12.11	61.75	26.15	22.5	69.8	7.7	26.82	63.17	10.01	4.68	48.59	46.74
	Upper Egypt															
	Urban Upper Egypt	22.5	70.15	7.35	16.9	59.77	23.32	30.98	63.49	5.52	52.75	42.5	4.74	4.92	56.71	38.38
	Rural Upper Egypt	26.27	67.96	5.77	18.4	55.4	26.19	33.43	62.85	3.72	57.43	39.5	3.07	5.35	49.42	45.23
	Frontier Governorates	23.66	63.16	13.17	25.44	51.22	23.34	33.3	60.98	5.73	29.55	59.28	11.17	4.59	49.09	46.32

Education																	
	Illiterate	34.02	61.55	4.44	20.69	59.27	20.04	38.66	56.64	4.7	46.97	47.43	5.6	5.26	51.11	43.64	
	Read & Write	23.73	67.63	8.64	15.89	56.75	27.37	25.66	67.83	6.5	37.71	55.06	7.23	5.16	48.9	45.94	
	Elementary school	24.82	66.81	8.37	16.55	56.46	26.99	27.35	66.45	6.2	38.95	53.03	8.02	5.61	50.5	43.89	
	Middle school	21.9	68.97	9.13	17.92	57.95	24.13	28.61	65.95	5.43	39.33	53.18	7.49	4.8	48.39	46.81	
	General high school	15.77	73.7	10.53	16.7	56.67	26.63	20.84	72.41	6.75	27.92	61.04	11.03	7.98	51.16	40.87	
	Vocational high school	20.51	71.33	8.16	15.72	59.29	25	26.42	66.75	6.83	34.99	56.11	8.9	4.7	48.36	46.94	
	Post-secondary institute	14.32	77.3	8.38	19.47	56.88	23.65	29.12	62.94	7.94	23.57	68.85	7.58	5.85	52.01	42.14	
	University & above	12	76.12	11.88	14.82	57.02	28.16	18.75	70.37	10.88	27.49	61.64	10.88	7.24	51.88	40.88	
Employment																	
	Waged employee	20.68	69.55	9.77	18.78	56.27	24.95	27.47	65.04	7.48	37.12	53.88	9	4.37	45.3	50.34	
	Employer/self-employed	24.85	70.12	5.03	9.36	60.24	30.41	24.61	70.47	4.93	38.76	45.93	15.32	8.17	42.49	49.34	
	Unpaid working for family	23.83	66.54	9.63	13.03	50.26	36.71	24.29	61.19	14.52	38.95	44.27	16.78	6.99	46.94	46.07	
	Unemployed search	22.87	69.97	7.16	15.9	58.07	26.03	25.68	66.88	7.44	34.55	57.92	7.53	4.34	47.97	47.69	
	OLF and in school	21.2	69.55	9.26	16.46	56.38	27.15	24.91	68.94	6.15	36.15	55.66	8.19	6	50.55	43.46	
	OLF out of school	24.25	68.74	7.01	16.28	61.33	22.39	29.97	64.32	5.71	36.92	56.08	7	5.54	52.38	42.08	
Employment																	
	In Labor Force	21.41	69.39	9.2	17.57	56.19	26.23	26.84	65.19	7.97	36.9	53.53	9.58	4.69	45.78	49.53	
	Out of Labor Force	22.28	69.26	8.46	16.4	58.15	25.45	26.72	67.29	5.99	36.43	55.81	7.77	5.83	51.2	42.96	
WIQ																	
	Lowest	31.24	63.27	5.49	19.91	56.07	24.02	35.73	59.8	4.47	49.27	45.53	5.2	4.27	51.83	43.9	
	Second	24.39	69.47	6.13	15.27	59.72	25.01	28.04	67.17	4.79	40.09	53.36	6.55	5.05	47.31	47.64	
	Middle	22.05	69.43	8.52	16.23	59.24	24.53	25.1	67.81	7.1	36.78	53.83	9.39	4.82	48.49	46.69	
	Fourth	18.13	72.39	9.48	14.26	59.18	26.56	24.36	68.06	7.59	30.59	60.28	9.13	5.28	49.08	45.64	
	Highest	13.34	72.22	14.44	18.23	53.04	28.72	19.9	71.01	9.09	24.59	63.98	11.42	8.54	52.11	39.35	
TOTAL (%) (weighted)		22.04	69.3	8.67	16.73	57.6	25.67	26.75	66.7	6.55	36.56	55.16	8.28	2.9	54.69	42.41	
Total n (weighted)		15029.0	3,312	10,414	1,302	2,514	8,655	3,858	4,020	10,023	984	5,494	8,290	1,244	828	7,465	6,735

**Table A2.9 Percent of males 10-29 who do daily physical activity, by type of activity**

Characteristic	Walk/bike	Gym	Sports at home	Sports in club	Football in street	Work	Unweighted N	Unweighted Percent
<b>Age group</b>								
10-14	96.0	0.6	3.6	7.9	69.2	1.0	1,887	27.7%
15-17	84.4	1.8	5.2	11.2	45.2	10.9	1,201	17.6%
18-24	71.1	2.0	3.8	5.7	17.8	29.0	2,451	36.0%
24-29	73.1	1.1	4.5	3.0	6.8	38.3	1,266	18.6%
<b>Marital status</b>								
Never married	80.9	1.5	4.3	7.3	37.3	17.8	6,042	88.8%
Ever married	75.4	0.3	2.0	1.4	3.8	42.4	763	11.2%
<b>Urban/rural residence</b>								
Urban	80.8	2.2	4.4	6.7	28.5	16.3	2,499	36.7%
Rural	80.3	1.0	3.9	6.4	36.9	22.9	3,708	54.5%
Informal urban areas	79.5	1.6	4.7	8.3	35.3	16.4	598	8.8%
<b>Region</b>								
Urban governorates	79.6	2.4	4.3	7.5	26.3	14.8	1,620	23.8%
Lower Egypt	82.4	1.5	5.9	7.7	39.4	25.5	2,682	39.4%
Urban Lower Egypt	83.6	1.6	5.9	8.1	40.2	17.6	720	10.6%
Rural Lower Egypt	82.0	1.5	5.9	7.6	39.2	28.2	1,962	28.8%
Upper Egypt	78.0	0.7	1.8	5.1	32.7	16.7	1,954	28.7%
Urban Upper Egypt	77.2	1.7	3.0	5.1	26.2	17.4	452	6.6%
Rural Upper Egypt	78.2	0.4	1.5	5.2	34.5	16.5	1,502	22.1%
Frontier governorates	85.6	0.3	2.1	2.8	26.3	28.7	549	8.1%
<b>Education</b>								
Illiterate	67.3	0.0	0.5	0.9	8.5	39.5	217	3.2%
Read and write	97.4	0.5	3.5	7.9	70.4	0.1	1,050	15.4%
Elementary school	87.4	0.8	3.3	6.9	47.9	16.1	1,581	23.2%
Middle school	80.9	1.5	4.0	7.5	30.4	22.5	1,297	19.1%
General high school	73.4	4.7	9.5	12.3	24.1	7.9	626	9.2%
Vocational high school	69.7	0.9	3.0	3.2	14.6	39.3	1,423	20.9%
Post-secondary institute	65.8	2.8	4.1	3.1	12.4	26.1	117	1.7%
University and above	71.7	2.6	6.3	8.4	11.6	17.7	494	7.3%
<b>Employment</b>								
In labor force	74.5	1.3	3.0	3.6	14.5	41.2	3,103	45.6%
Out of labor force	85.5	1.5	5.1	9.4	51.0	2.0	3,702	54.4%
<b>WIQ</b>								
Lowest	80.0	0.4	1.8	3.6	36.9	23.1	1,220	17.9%
Second	80.0	0.4	2.3	4.1	34.0	23.2	1,320	19.4%
Middle	81.0	1.0	4.1	5.6	35.8	24.6	1,486	21.8%
Fourth	80.4	2.0	5.4	8.4	34.7	18.9	1,462	21.5%
Highest	80.5	3.7	7.4	12.8	27.8	9.2	1,317	19.4%
<b>TOTAL (%) (weighted)</b>	80.4	1.4	4.1	6.7	34.1	20.2	<b>6,805</b>	100.0%
Total n = 6,794.0 (weighted)	5,459.8	96.6	278.4	455.4	2,313.6	1,373.2		

**Table A2.10 Percent of females 10-29 who do daily physical activity, by type of activity**

Characteristic	Walk/bike	Gym	Sports at home	Sports in club	Football in street	Work	Unweighted N	Unweighted Percent
<b>Age group</b>								
10-14	99.3	0.5	0.7	1.0	0.3	0.5	1,505	19.9%
15-17	72.3	0.6	0.9	0.7	0.1	1.0	1,288	17.0%
18-24	44.4	0.6	1.5	0.5	0.1	1.5	2,891	38.2%
24-29	40.3	0.3	1.5	0.5	0.2	1.8	1,893	25.0%
<b>Marital status</b>								
Never married	71.4	0.6	1.4	0.8	0.2	1.0	4,799	63.3%
Ever married	38.6	0.3	0.8	0.3	0.1	1.8	2,778	36.7%
<b>Urban/rural residence</b>								
Urban	64.3	1.2	2.3	1.5	0.0	0.8	2,620	34.6%
Rural	59.0	0.2	0.6	0.1	0.2	1.3	4,242	56.0%
Informal urban areas	62.2	0.4	1.4	1.0	0.3	2.2	715	9.4%
<b>Region</b>								
Urban governorates	65.2	1.4	2.5	2.0	0.0	1.0	1,626	21.5%
Lower Egypt	67.1	0.4	0.8	0.2	0.2	0.5	2,942	38.8%
Urban Lower Egypt	68.1	0.9	1.7	0.6	0.3	0.7	799	10.5%
Rural Lower Egypt	66.7	0.2	0.5	0.1	0.2	0.5	2,143	28.3%
Upper Egypt	51.3	0.2	1.0	0.3	0.2	2.3	2,418	31.9%
Urban Upper Egypt	54.6	0.5	1.7	1.1	0.2	2.4	551	7.3%
Rural Upper Egypt	50.3	0.1	0.8	0.1	0.2	2.3	1,867	24.6%
Frontier governorates	53.4	0.1	0.3	0.0	0.0	0.0	591	7.8%
<b>Education</b>								
Illiterate	37.6	0.0	0.1	0.0	0.1	3.2	889	11.7%
Read and write	99.4	0.2	0.4	0.7	0.2	0.3	825	10.9%
Elementary school	78.4	0.6	0.9	1.0	0.3	1.4	1,483	19.6%
Middle school	60.8	0.3	0.7	0.4	0.0	0.7	1,318	17.4%
General high school	59.9	1.9	3.0	1.0	0.0	0.6	607	8.0%
Vocational high school	40.7	0.1	0.9	0.2	0.2	1.4	1,703	22.5%
Post-secondary institute	42.1	0.8	1.5	0.8	0.8	1.5	137	1.8%
University & above	45.4	1.7	5.1	1.9	0.0	0.9	615	8.1%
<b>Employment</b>								
In labor force	60.5	0.9	2.5	0.8	0.0	3.3	821	10.8%
Out of labor force	61.0	0.5	1.1	0.6	0.2	1.0	6,756	89.2%
<b>WIQ</b>								
Lowest	57.1	0.1	0.3	0.1	0.1	2.9	1,455	19.2%
Second	56.9	0.2	0.1	0.1	0.1	1.0	1,541	20.3%
Middle	62.8	0.1	0.6	0.2	0.3	0.9	1,566	20.7%
Fourth	64.2	0.3	1.2	0.2	0.1	0.7	1,584	20.9%
Highest	64.2	2.1	4.2	2.8	0.1	0.7	1,431	18.9%
<b>Total (%) (weighted)</b>	61.0	0.5	1.2	0.6	0.2	1.2	7,577	100.0%
Total n=7,571.0 (weighted)	4,616.3	39.8	91.8	48.0	11.8	93.2		

Table A2.11 Percent of respondents whose parent and friend smoke, and ever-smoking among young people								
Characteristic	Father	Mother	Male		Female		Unweighted (10-29)	Unweighted (10-29)
			Friend	Self <sup>a</sup>	Friend	Self <sup>b</sup>		
<b>Age group</b>								
10-14	43.0	0.2	n/a <sup>c</sup>	n/a <sup>c</sup>	n/a <sup>c</sup>	n/a <sup>c</sup>	4,056	27.0
15-17	42.4	0.6	52.2	6.6	5.3	0.0	2,490	16.6
18-24	40.8	0.6	79.7	29.4	7.9	0.2	5,342	35.5
24-29	37.6	1.0	85.7	45.1	7.0	0.1	3,160	21.0
<b>Region</b>								
Urban governorates	45.8	0.7	82.2	31.3	11.9	0.1	3,383	22.5
Lower Egypt	38.9	0.4	73.0	27.5	5.2	0.0	5,879	39.1
Urban Lower Egypt	35.7	0.4	74.1	27.9	5.4	0.1	1,565	10.4
Rural Lower Egypt	40.0	0.4	72.7	27.3	5.1	0.0	4,314	28.7
Upper Egypt	41.0	0.6	73.0	27.3	6.5	0.2	4,581	30.4
Urban Upper Egypt	36.3	0.7	73.5	31.7	5.9	0.4	1,047	7.0
Rural Upper Egypt	42.4	0.6	72.9	25.9	6.7	0.1	3,534	23.5
Frontier governorates	44.6	0.6	72.0	28.9	6.4	0.0	1,205	8.0
<b>Education</b>								
Illiterate	43.3	1.2	76.4	39.4	6.6	0.1	1,169	7.8
Read and write	44.0	0.2	84.1	14.0	0.0	0.0	2,173	14.4
Elementary school	43.1	0.5	67.2	27.8	4.9	0.1	3,357	22.3
Middle school	43.9	0.7	67.0	24.1	6.7	0.1	2,626	17.5
General high school	32.8	0.1	73.8	14.1	10.0	0.0	1,233	8.2
Vocational high school	41.6	0.9	83.2	38.6	6.0	0.1	3,126	20.8
Post-secondary institute	35.1	0.7	81.7	27.4	8.3	0.7	254	1.7
University and above	30.2	0.4	82.4	23.2	10.6	0.0	1,110	7.4
<b>Employment</b>								
In labor force	41.6	0.9	83.5	38.5	8.4	0.0	3,945	26.2
Out of labor force	41.1	0.4	61.5	12.1	6.8	0.1	11,103	73.8
<b>WIQ</b>								
Lowest	44.2	0.8	75.2	27.9	6.8	0.0	2,823	18.8
Second	44.2	0.6	72.3	32.3	6.5	0.0	2,992	19.9
Middle	42.7	0.6	77.2	30.5	5.7	0.1	3,188	21.2
Fourth	40.1	0.4	76.1	29.4	6.7	0.2	3,173	21.1
Highest	34.3	0.4	74.0	19.4	9.7	0.2	2,872	19.1
<b>TOTAL (%) (weighted)</b>	41.2	0.6	75.0	28.3	7.0	0.1	15,048	100.0
Total n (weighted)	15,029.0	15,029.0	4,908.0	4,908.0	6,068.0	6,068.0		

<sup>a</sup> Youths are counted as smokers if they replied that they currently smoke occasionally, that they have stopped smoking, that they currently smoke, or that they smoke tobacco products other than cigarettes daily. This question was asked of youth 15-29 only.

<sup>b</sup> Very few (n=6) females 15-29 reported that they smoked.

<sup>c</sup> Youth 15-29 were asked if their friends smoke, and youth 10-14 were not asked this question. Youth 10-14 were asked about their smoking behavior using a different question from the question used for youth 15-29, and their responses are reported elsewhere.

Table A2.12 Self-reported drug use among males				
Characteristic		Has used drugs (Percent)	Unweighted N	Unweighted Percent
<b>Age group</b>				
	15-17	0.9	1,201	24.4%
	18-24	3.0	2,451	49.8%
	24-29	3.8	1,266	25.7%
<b>Marital status</b>				
	Never married	2.8	4,155	84.5%
	Ever married	2.5	763	15.5%
<b>Urban/rural residence</b>				
	Urban	3.3	1,841	37.4%
	Rural	2.1	2,640	53.7%
	Informal urban areas	4.8	437	8.9%
<b>Region</b>				
	Urban governorates	3.4	1,222	24.8%
	Lower Egypt	2.9	1,957	39.8%
	Urban Lower Egypt	4.0	518	10.5%
	Rural Lower Egypt	2.6	1,439	29.3%
	Upper Egypt	1.9	1,343	27.3%
	Urban Upper Egypt	3.7	324	6.6%
	Rural Upper Egypt	1.3	1,019	20.7%
	Frontier governorates	4.5	396	8.1%
<b>Education</b>				
	Illiterate	3.1	200	4.1%
	Read and write	0.0	8	0.2%
	Elementary school	4.0	764	15.5%
	Middle school	2.3	1,286	26.1%
	General high school	2.4	626	12.7%
	Vocational high school	3.1	1,423	28.9%
	Post-secondary institute	1.7	117	2.4%
	University and above	1.2	494	10.0%
<b>Employment</b>				
	In labor force	3.5	2,998	61.0%
	Out of labor force	1.4	1,920	39.0%
<b>WIQ</b>				
	Lowest	2.8	832	16.9%
	Second	2.3	961	19.5%
	Middle	2.7	1,078	21.9%
	Fourth	3.6	1,091	22.2%
	Highest	2.1	956	19.4%
<b>Total (%) (weighted)</b>		<b>2.7</b>	<b>4,918</b>	<b>100.0%</b>
Total n (weighted)		4908.0		



**Table A2.13 Mean SRQ scores and percentage of SRQ 8 and over (mental disorder)**

Characteristic	All 15-29		Male			Female			Unweighted N	Unweighted Percent
	Mean SRQ- 20	SD	Mean SRQ-20	SD	% SRQ 8+	Mean SRQ-20	SD	% SRQ 8+	(M&F, 15-29)	(M&F, 15-29)
<b>Sex</b>										
Male	2.4	3.0	-	-	-	-	-	-	4,918	44.7%
Female	5.0	4.5	-	-	-	-	-	-	6,073	55.3%
<b>Age group</b>										
15-17	3.5	3.9	2.2	2.8	4.3	4.9	4.5	26.5	2,490	22.7%
18-24	3.6	4.0	2.4	2.9	6.6	4.9	4.5	26.7	5,342	48.6%
25-29	3.9	4.1	2.5	3.1	7.5	5.1	4.5	27.3	3,159	28.7%
<b>Marital status</b>										
Never-married	3.4	3.9	2.3	2.9	6.2	5.0	4.5	27.1	7,450	67.8%
Ever-married	4.3	4.2	2.5	3.1	7.1	5.0	4.4	26.4	3,541	32.2%
<b>Residence</b>										
Urban	3.8	4.2	2.3	3.0	7.4	5.4	4.7	29.6	3,922	35.7%
Rural	3.5	3.8	2.3	2.9	5.6	4.7	4.3	24.5	6,052	55.1%
Informal urban areas	4.0	4.1	2.5	3.0	7.4	5.4	4.6	31.6	1,017	9.3%
<b>Region</b>										
Urban governorates	4.0	4.3	2.2	2.9	6.3	5.8	4.8	33.7	2,518	22.9%
Lower Egypt	3.5	3.7	2.4	2.8	5.3	4.6	4.2	23.5	4,358	39.7%
Urban Lower Egypt	3.6	3.9	2.3	2.9	6.8	4.8	4.3	24.4	1,169	10.6%
Rural Lower Egypt	3.4	3.6	2.4	2.8	4.8	4.6	4.1	23.1	3,189	29.0%
Upper Egypt	3.7	4.1	2.4	3.2	7.8	4.9	4.6	26.8	3,263	29.7%
Urban Upper Egypt	3.9	4.3	2.9	3.5	11.8	5.0	4.7	29.1	767	7.0%
Rural Upper Egypt	3.6	4.1	2.3	3.1	6.6	4.9	4.5	26.1	2,496	22.7%
Frontier governorates	3.5	4.0	2.1	2.5	2.5	5.0	4.8	25.2	852	7.8%
<b>Education</b>										
Illiterate	5.1	4.6	3.9	4.1	20.9	5.5	4.6	31.3	1,068	9.7%
Read and write	4.9	4.2	3.2	1.7	0.0	6.3	5.0	42.0	17	0.2%
Elementary school	3.6	4.1	2.4	3.0	5.6	5.0	4.7	28.6	1,598	14.5%
Middle school	3.6	4.0	2.4	3.0	6.5	5.0	4.5	25.9	2,586	23.5%
General high school	3.3	3.8	2.1	2.7	4.5	4.8	4.5	24.4	1,233	11.2%
Vocational high school	3.5	3.9	2.3	2.9	6.0	4.9	4.3	26.1	3,126	28.4%
Post-secondary institute	3.2	3.5	1.8	2.3	5.0	4.8	3.9	21.6	254	2.3%
University & above	3.3	3.9	2.0	2.9	5.5	4.7	4.4	25.6	1,109	10.1%
<b>Employment</b>										
In labor force	2.8	3.4	2.3	2.9	6.0	5.0	4.7	26.7	3,801	34.6%
Out of labor force	4.2	4.2	2.4	3.1	6.9	5.0	4.4	26.8	7,190	65.4%
<b>WIQ</b>										
Lowest	4.0	4.2	2.7	3.3	8.7	5.3	4.7	30.5	1,985	18.1%
Second	3.6	4.0	2.3	2.9	5.7	5.0	4.5	27.5	2,205	20.1%
Middle	3.5	3.9	2.3	2.8	5.5	4.9	4.5	26.3	2,341	21.3%
Fourth	3.6	3.9	2.5	3.0	6.9	4.8	4.5	24.1	2,354	21.4%
Highest	3.4	3.9	1.9	2.8	5.0	4.8	4.3	25.7	2,106	19.2%
<b>Total (%) (weighted)</b>	3.6	4.0	2.4	3.0	6.3	5.0	4.5	26.8	10,991	100.0%
	10,97									
Total n (weighted)	6.0		4,908.0		4,908.0	6,068.0		6,068.0		

<b>Table A2.14: Percentage of respondents whose parents discipline them in a particular way, by background characteristics</b>									
<b>Characteristic</b>	<b>Explain</b>	<b>Shout</b>	<b>Hit/slap body</b>	<b>Isolation</b>	<b>No money</b>	<b>Hit/slap face</b>	<b>Corporeal punish't</b>	<b>Un- weighted N</b>	<b>Unweighted Percent</b>
<b>Sex</b>									
Males	35.0	54.9	39.6	6.0	4.9	18.3	48.6	6,960	<b>46.3%</b>
Females	40.6	57.2	37.1	5.9	5.0	17.2	44.5	8,087	<b>53.7%</b>
<b>Age group</b>									
10-14	39.8	55.8	37.0	6.2	5.5	26.0	52.6	4,056	<b>27.0%</b>
15-17	38.1	58.0	40.8	6.1	5.6	15.1	45.8	2,490	<b>16.5%</b>
18-24	37.9	57.2	37.1	6.2	4.4	14.1	41.6	5,342	<b>35.5%</b>
24-29	33.9	52.6	40.8	5.0	4.7	14.8	47.6	3,159	<b>21.0%</b>
<b>Region</b>									
Urban governorates	45.7	46.0	25.1	8.7	6.8	11.5	32.8	3,383	<b>22.5%</b>
Lower Egypt Urban Lower Egypt	35.2	58.7	45.3	6.3	5.6	21.5	54.2	5,879	<b>39.1%</b>
Rural Lower Egypt	44.4	58.2	37.3	9.8	7.4	16.8	44.7	1,565	<b>10.4%</b>
Upper Egypt Urban Upper Egypt	32.0	58.8	48.2	5.1	4.9	23.2	57.6	4,314	<b>28.7%</b>
Rural Upper Egypt	35.9	59.1	38.3	3.6	3.0	17.2	45.5	4,580	<b>30.4%</b>
Frontier governorates	42.6	54.1	32.8	4.2	4.0	15.0	39.7	1,046	<b>7.0%</b>
	34.0	60.5	39.9	3.4	2.7	17.8	47.2	3,534	<b>23.5%</b>
	36.2	56.2	34.2	8.8	7.4	14.5	43.2	1,205	<b>8.0%</b>
<b>WIQ</b>									
Lowest	28.6	57.3	46.5	2.9	3.6	22.6	56.3	2,823	<b>18.8%</b>
Second	29.0	60.4	45.9	4.4	4.3	19.6	54.5	2,992	<b>19.9%</b>
Middle	34.7	60.7	42.3	5.0	4.3	20.4	51.2	3,188	<b>21.2%</b>
Fourth	42.5	55.9	35.7	6.9	5.3	15.5	43.5	3,172	<b>21.1%</b>
Highest	56.4	43.9	18.8	11.0	7.8	9.4	24.2	2,872	<b>19.1%</b>
<b>Total (%) (weighted)</b>	37.3	56.0	38.4	5.9	5.0	17.8	46.6	<b>15,047</b>	<b>100.0%</b>
Total n (weighted)	5,668.1	8,421.6	5,771.2	94.1	748.5	2,669.5	15,029.0		

**Table A2.15 Percent of youth who have heard of HIV/AIDS, discussed it with their families, and would be willing to interact with someone who is HIV positive**

Characteristic	Heard of HIV/AIDS	Family discuss	Interact	Unweighted N (10-29)	Unweighted Percent
<b>Sex</b>					
Males	76.5	9.9	21.5	6,960	46.3%
Females	66.4	16.6	20.6	8,087	53.7%
<b>Age group</b>					
10-14	36.6	<i>n/a</i>	<i>n/a</i>	4,056	27.0%
15-17	80.6	10.8	16.4	2,490	16.5%
18-24	87.2	12.9	22.0	5,342	35.5%
24-29	86.4	14.7	23.0	3,159	21.0%
<b>Marital status</b>					
Never married	69.3	12.4	22.1	11,506	76.5%
Ever married	80.9	14.6	18.2	3,541	23.5%
<b>Urban/rural residence</b>					
Urban	79.6	16.6	20.2	5,342	35.5%
Rural	66.2	9.8	21.0	8,354	55.5%
Informal urban areas	78.2	17.7	24.7	1,351	9.0%
<b>Region</b>					
Urban governorates	81.5	17.8	16.2	3,383	22.5%
Lower Egypt	72.7	11.3	24.6	5,879	39.1%
Urban Lower Egypt	79.1	14.9	28.1	1,565	10.4%
Rural Lower Egypt	70.5	9.8	23.3	4,314	28.7%
Upper Egypt	64.1	11.8	20.6	4,580	30.4%
Urban Upper Egypt	73.8	17.4	27.4	1,046	7.0%
Rural Upper Egypt	61.3	9.9	18.3	3,534	23.5%
Frontier governorates	65.7	10.2	6.8	1,205	8.0%
<b>Education</b>					
Illiterate	42.3	10.5	11.6	1,169	7.8%
Read and write	26.2	18.0	19.3	2,173	14.4%
Elementary school	61.6	9.6	11.9	3,357	22.3%
Middle school	85.6	10.1	16.0	2,626	17.5%
General high school	97.3	16.5	28.4	1,233	8.2%
Vocational high school	92.4	12.3	22.2	3,126	20.8%
Post-secondary institute	97.1	13.7	25.1	254	1.7%
University and above	97.8	21.0	33.4	1,109	7.4%
<b>Employment</b>					
In Labor Force	89.6	11.9	22.7	3,944	26.2%
Out of Labor Force	64.4	13.7	20.0	11,103	73.8%
<b>WIQ</b>					
Lowest	56.5	7.8	17.1	2,823	18.8%
Second	67.0	9.8	20.1	2,992	19.9%
Middle	72.5	11.2	19.0	3,188	21.2%
Fourth	79.7	15.6	22.0	3,172	21.1%
Highest	83.4	19.3	26.6	2,872	19.1%
<b>Total (%) (weighted)</b>	71.5	12.9	21.1	<b>15,047</b>	100.0%
<b>Total n (weighted)</b>	15029.0	9236.0	9237.0		

**Table A2.16 Attitudes about female circumcision, by background characteristics**

	Males			Females			Un-weighted N (15-29)	Un-weighted % (15-29)
	Neces- sary	Unneces- sary	Don't know	Neces- sary	Unneces- sary	Don't know		
<b>Age</b>								
15-17	59.6	13.2	27.2	52.4	26.5	21.1	2,249	21.7%
18-24	70.9	16.4	12.7	56.1	27.3	16.6	5,096	49.1%
25-29	77.7	15.7	6.7	64.2	23.4	12.3	3,034	29.2%
<b>Marital Status</b>								
Never-married	68.4	15.9	15.7	48.3	30.7	21.0	6,941	66.9%
Ever-married	82.5	13.1	4.4	70.5	19.5	10.0	3,438	33.1%
<b>Residence</b>								
Urban	56.0	25.6	18.5	42.5	38.6	18.9	3,613	34.8%
Rural	78.6	9.0	12.4	67.0	18.3	14.8	5,782	55.7%
Informal urban areas	67.3	22.2	10.5	48.6	33.2	18.2	984	9.5%
<b>Region</b>								
Urban								
Governorates	52.4	28.3	19.3	36.2	44.9	18.8	2,296	22.1%
Lower Egypt	75.2	13.3	11.5	59.2	22.9	17.9	4,233	40.8%
Urban Lower Egypt	65.3	22.6	12.2	46.2	32.1	21.7	1,138	11.0%
Rural Lower Egypt	78.6	10.1	11.3	64.1	19.4	16.5	3,095	29.8%
Upper Egypt	76.9	9.1	14.0	68.2	18.8	13.0	3,091	29.8%
Urban Upper Egypt	69.5	16.1	14.5	60.5	25.3	14.2	729	7.0%
Rural Upper Egypt	79.2	7.0	13.9	70.5	16.8	12.6	2,362	22.8%
Frontier Governorates	47.5	33.2	19.3	50.7	32.3	17.0	759	7.3%
<b>Education</b>								
Illiterate	62.7	24.1	13.2	76.1	12.2	11.7	992	9.6%
Read & Write	72.7	27.3	0.0	18.3	36.7	45.1	14	0.1%
Elementary school	63.9	12.4	23.8	62.6	17.3	20.1	1,457	14.0%
Middle school	69.2	12.6	18.2	56.0	25.6	18.4	2,404	23.2%
General high school	64.4	22.0	13.5	40.3	42.3	17.4	1,173	11.3%
Vocational high school	77.6	13.0	9.4	60.9	24.1	15.0	3,032	29.2%
Post-secondary institute	74.3	16.8	8.9	45.2	35.6	19.2	240	2.3%
University & above	69.1	23.4	7.6	41.2	43.7	15.0	1,067	10.3%
<b>Employment</b>								
In Labor Force	74.5	14.7	10.9	48.9	34.6	16.5	3,597	34.7%
Out of Labor Force	63.4	17.0	19.6	59.0	24.7	16.4	6,782	65.3%
<b>WIQ</b>								
Lowest	74.4	10.3	15.3	70.8	15.9	13.3	1,863	17.9%
Second	77.0	10.0	13.1	68.2	18.2	13.7	2,113	20.4%
Middle	76.5	12.2	11.3	62.3	21.5	16.2	2,210	21.3%
Fourth	66.4	19.3	14.3	50.6	29.8	19.6	2,244	21.6%
Highest	54.3	27.8	17.8	32.9	47.6	19.5	1,949	18.8%
<b>TOTAL (%) (weighted)</b>	70.3	15.5	14.1	3,362.7	1,517.8	956.4	10,379	100.0%
<b>Total n (weighted)</b>	3185.8	703.9	640.3	57.6	26.0	16.4		

<b>Table A2.17 Teenage pregnancy and motherhood by background characteristics</b>				
<b>Characteristic</b>	<b>Ever pregnant</b>	<b>Delivered a child</b>	<b>N (F 15-19)</b>	<b>Percent</b>
<b>Age</b>				
15	0.2	0.2	479	22.9%
16	0.4	0.4	420	20.1%
17	2.4	2.2	390	18.6%
18	6.1	4.7	388	18.5%
19	11.8	11.0	416	19.9%
<b>Residence</b>				
Urban	2.8	2.4	736	35.2%
Rural	4.4	4.0	1,181	56.4%
Informal urban areas	7.0	6.0	176	8.4%
<b>Region</b>				
Urban governorates	3.4	3.1	441	21.1%
Lower Egypt	4.2	3.7	771	36.8%
Urban Lower Egypt	4.2	3.8	200	9.6%
Rural Lower Egypt	4.2	3.7	571	27.3%
Upper Egypt	4.3	3.9	709	33.9%
Urban Upper Egypt	3.7	2.7	168	8.0%
Rural Upper Egypt	4.5	4.2	541	25.8%
Frontier governorates	4.7	4.7	172	8.2%
<b>Education</b>				
Illiterate	12.9	12.9	163	7.8%
Read and write	0.0	0.0	5	0.2%
Elementary school	1.5	1.0	433	20.7%
Middle school	3.1	2.9	882	42.1%
General high school	1.4	1.4	304	14.5%
Vocational high school	9.3	7.2	300	14.3%
Post-secondary institute	14.6	14.6	6	0.3%
University and above	0.0	0.0	0	0.0%
<b>WIQ</b>				
Lowest	4.1	3.7	420	20.1%
Second	4.4	4.0	409	19.5%
Middle	5.9	5.3	461	22.0%
Fourth	3.5	3.0	416	19.9%
Highest	2.2	1.8	387	18.5%
<b>Total (%) (weighted)</b>	4.1	3.6	2,093	100.0%
<b>Total n (weighted) n=2,092</b>	85.9	76.1		

**Table A2.18 Incidence of pregnancies, miscarriages, and stillbirths among married SYPE females**

Characteristic	No. of Pregnancies	No. of Miscarriage	No. of Miscarriage	No. of Stillbirths	Frequency
		(1st tri)	(2nd/3rd trim)		
<b>Age group</b>					
15 - 17	1.1	0.1	0	0	11
18 - 24	1.6	0.2	0.1	0	992
25 - 29	2.3	0.3	0.1	0.1	1493
<b>Residence</b>					
Urban	1.9	0.2	0.1	0	695
Rural	2.2	0.3	0.1	0.1	1540
Slum	1.9	0.2	0.1	0	261
<b>Region</b>					
Urban governorates	1.9	0.2	0.1	0	438
Lower Egypt	2	0.3	0.1	0.1	1104
Urban Lower Egypt	1.8	0.2	0.1	0	259
Rural Lower Egypt	2	0.3	0.1	0.1	845
Upper Egypt	2.3	0.2	0.1	0.1	761
Urban Upper Egypt	2	0.2	0.1	0	150
Rural Upper Egypt	2.3	0.3	0.1	0.1	611
Frontier governorates	2.2	0.1	0.1	0	193
<b>Education</b>					
Illiterate	2.5	0.3	0.1	0.1	537
Read and write	3	1	0.5	0	2
Elentary school	2.2	0.3	0.1	0.1	293
Middle school	2.1	0.2	0.1	0.1	320
General high school	1.8	0.1	0.1	0	67
Vocational high school	1.9	0.2	0.1	0.1	963
Post-secondary institute	1.7	0.2	0	0	65
University & above	1.6	0.2	0	0	249
<b>Employment</b>					
In labor force	1.9	0.3	0.1	0.1	284
Out of labor force	2.1	0.2	0.1	0.1	2212
<b>WIQ</b>					
Lowest	2.3	0.2	0.1	0.1	495
Second	2.1	0.3	0.1	0.1	588
Middle	2.1	0.3	0.1	0.1	520
Fourth	1.9	0.3	0.1	0.1	505
Highest	1.8	0.2	0.1	0	388

Table A.2.19: Assistance at last delivery							
Characteristic	Doctor	Midwife	Daya	Mother mother-in- law	Myself	Unweighted N	Percent
<b>Place of delivery</b>							
At home (hers/mother's)	7.7	8.8	75.2	7.1	1.2	552	22.6%
In health unit	52.8	33.0	14.2	0.0	0.0	83	3.4%
In government hospital	98.4	0.6	0.0	0.9	0.2	716	29.4%
In private hospital	98.9	0.0	0.0	1.1	0.0	187	7.7%
In private clinic	97.5	0.2	1.8	0.5	0.0	901	36.9%
<b>Residence</b>							
Urban	87.4	1.2	9.5	1.4	0.5	671	27.5%
Rural	71.2	4.1	21.9	2.5	0.3	1,513	62.0%
Slum	85.1	3.1	10.8	1.1	0.0	255	10.5%
<b>Region</b>							
Urban governorates	89.7	0.7	7.6	1.6	0.5	427	17.5%
Lower Egypt	82.6	3.7	12.9	0.8	0.1	1,088	44.6%
Urban Lower Egypt	90.6	3.2	5.5	0.8	0.0	252	10.3%
Rural Lower Egypt	80.2	3.8	15.1	0.8	0.1	836	34.3%
Upper Egypt	61.3	4.0	30.2	4.0	0.5	735	30.1%
Urban Upper Egypt	73.6	2.1	23.0	0.7	0.7	141	5.8%
Rural Upper Egypt	58.4	4.4	31.9	4.8	0.5	594	24.4%
Frontier governorates	63.2	3.9	24.5	7.4	1.0	189	7.7%
<b>Employment</b>							
In labor force	85.1	1.2	12.0	1.7	0.0	278	11.4%
Out of labor force	75.6	3.5	18.4	2.1	0.4	2,161	88.6%
<b>Wealth index quintile</b>							
Lowest	59.2	3.8	33.5	2.8	0.7	487	20.0%
Second	70.0	3.7	23.0	2.9	0.5	575	23.6%
Middle	77.7	3.5	16.8	2.1	0.0	507	20.8%
Fourth	89.4	3.5	5.6	1.3	0.2	492	20.2%
Highest	93.5	1.2	4.5	0.8	0.0	378	15.5%
<b>Total % (weighted)</b>	76.7	3.3	17.7	2.1	0.3	2,439	100.0%
Total N (weighted)	1,870.9	79.3	430.8	50.5	7.5		

**Table A2.20 Ever-use of FP among married females aged 15-29**

Characteristic	Any FP	Pill	IUD	Un-weighted N	Percent
<b>Age group</b>					
15-17	28.1	9.3	12.5	32	1.2%
18-24	64.6	25.0	39.1	1,132	42.0%
25-29	83.9	29.3	54.3	1,532	56.8%
<b>Residence</b>					
Urban	76.8	25.9	50.7	757	28.1%
Rural	74.3	27.4	45.5	1,652	61.3%
Slum	75.1	29.4	50.5	287	10.6%
<b>Region</b>					
Urban governorates	80.6	24.2	54.9	470	17.4%
Lower Egypt	79.6	28.5	52.9	1186	44.0%
Urban Lower Egypt	76.7	28.2	54.2	283	10.5%
Rural Lower Egypt	80.5	28.6	52.5	903	33.5%
Upper Egypt	65.6	27.0	35.7	822	30.5%
Urban Upper Egypt	64.3	31.5	35.1	168	6.2%
Rural Upper Egypt	65.9	25.8	35.8	654	24.3%
Frontier governorates	66.1	27.9	34.8	218	8.1%
<b>Education</b>					
Illiterate	71.9	23.2	41.1	559	20.7%
Read and write	100.0	0.0	100.0	1	0.0%
Elementary school	77.4	29.0	48.4	312	11.6%
Middle school	75.8	32.3	43.4	351	13.0%
General high school	75.4	28.3	49.7	73	2.7%
Vocational high school	76.2	27.4	50.7	1,048	38.9%
Post-secondary institute	70.6	25.9	46.7	72	2.7%
University & above	74.0	26.8	50.1	280	10.4%
<b>Employment</b>					
In labor force	79.3	28.1	52.7	299	11.1%
Out of labor force	74.5	27.2	46.7	2,397	88.9%
<b>Wealth index quintile</b>					
Lowest	72.6	26.4	40.8	509	18.9%
Second	74.6	27.4	45.6	634	23.5%
Middle	77.5	28.8	48.5	562	20.8%
Fourth	74.4	28.4	49.1	557	20.7%
Highest	76.0	24.5	54.4	434	16.1%
<b>Total % (weighted)</b>	75.0	27.3	47.4	2,696	100.0%
Total N (weighted)	2,695.0	2,695.0	2,695.0		



**Table A3.1 School attendance status**

Percent distribution of young people by school attendance status by sex, according to age group, residence, region, and wealth, Egypt 2009

Characteristic	Never attended		Currently in school		Previously attended		Total
	Males	Females	Males	Females	Males	Females	
<b>Age group</b>							
10-14	1.3	3.7	94.7	92.8	4.0	3.5	100.0
15-17	1.0	6.7	80.0	73.3	19.1	20.0	100.0
18-24	4.4	13.1	26.5	20.1	69.2	66.6	100.0
25-29	4.6	20.8	1.4	0.7	94.0	78.5	100.0
<b>Residence</b>							
Urban	2.5	4.3	52.4	51.8	45.2	43.9	100.0
Rural	3.4	14.8	49.5	42.7	47.2	42.5	100.0
Informal urban	2.0	5.3	45.5	46.1	52.5	48.6	100.0
<b>Region</b>							
Urban governorates	2.5	4.1	51.4	49.5	46.1	46.4	100.0
Lower Egypt	2.4	6.9	47.7	45.9	49.9	47.2	100.0
Urban	2.0	2.4	53.1	49.6	44.9	48.1	100.0
Rural	2.5	8.2	46.2	44.8	51.3	47.0	100.0
Upper Egypt	3.8	19.2	52.0	43.3	44.3	37.4	100.0
Urban	2.6	8.5	46.0	53.8	51.4	37.7	100.0
Rural	4.0	22.1	53.5	40.4	42.4	37.3	100.0
Frontier governorates	8.5	18.0	48.3	42.0	43.3	40.0	100.0
<b>Wealth quintile</b>							
Lowest	7.2	27.2	46.2	37.6	46.5	35.1	100.0
Second	4.3	14.5	43.8	40.0	51.9	45.5	100.0
Middle	1.5	7.4	47.8	46.1	50.7	46.5	100.0
Fourth	1.0	2.2	50.2	49.3	48.9	48.5	100.0
Highest	0.5	1.0	65.5	57.7	34.0	41.3	100.0
<b>Total</b>	3.0	11.0	50.0	45.6	47.1	43.4	100.0
<b>Number of respondents</b>	224	944	3,584	3,354	3,141	3,782	15,029

<b>Table A3.2 Reasons for never attending</b>																
<b>Percent of young people reporting reason for never attendance, according to gender, age group, residence, region, and wealth, Egypt 2009</b>																
	There was no school	HH can't afford education \$	School is too far	To help with HH chores	I had to work	Helping family in work	Too old	All teachers male	Parent's didn't want	Father wouldn't agree	I didn't want to learn	Customs and traditions	Health	No birth certificate	Marriage	% of young people who never attended
<b>Gender</b>																
Males	1.2	31.6	1.3	7.6	19.8	5.9	0.5	0.0	24.8	2.4	29.6	2.5	20.4	1.3	0.0	3.0
Females	1.5	32.8	4.1	8.9	0.8	4.4	1.1	0.3	39.0	11.0	11.6	23.3	3.6	1.0	1.0	11.0
<b>Age group</b>																
10-14	1.0	43.2	2.0	2.6	7.2	2.5	0.0	0.0	28.0	5.4	5.7	7.9	18.9	1.1	0.0	2.5
15-17	2.3	35.2	8.2	7.2	1.1	1.9	0.0	0.0	36.6	9.4	13.6	10.3	5.6	3.8	0.0	3.8
18-24	1.3	30.3	3.1	8.8	7.6	4.0	1.6	0.8	37.1	9.0	18.6	20.2	6.4	0.4	1.0	8.5
25-29	1.5	31.6	3.0	10.5	2.4	7.0	0.8	0.1	36.0	10.0	15.3	21.7	6.0	1.2	0.9	13.0
<b>Residence</b>																
Urban	1.1	21.3	4.7	12.1	7.5	4.7	1.8	0.0	38.0	6.9	22.6	8.7	12.3	0.6	0.0	3.4
Rural	1.4	34.2	3.2	7.8	4.2	4.6	0.9	0.3	35.8	9.6	14.8	19.8	6.5	1.2	1.0	9.0
Informal urban	1.9	36.3	2.9	13.2	13.4	6.9	0.6	1.2	28.4	5.6	9.7	28.2	9.0	0.0	0.0	3.7
<b>Region</b>																
Urban governorates	1.7	20.8	3.5	9.9	11.8	6.7	1.1	0.0	38.3	5.5	21.7	12.8	11.6	0.9	0.0	3.2
Lower Egypt	1.6	44.5	0.3	10.8	5.6	6.2	1.5	0.0	26.2	11.7	20.6	9.9	8.3	1.0	1.5	4.6
Urban	2.8	36.3	0.0	10.9	6.4	6.2	3.0	0.0	23.2	12.5	15.4	0.0	18.3	0.0	0.0	2.2
Rural	1.4	45.5	0.3	10.8	5.5	6.2	1.4	0.0	26.5	11.7	21.3	11.1	7.1	1.1	1.7	5.3
Upper Egypt	0.7	29.0	4.7	7.4	3.6	3.6	0.7	0.4	40.5	8.5	11.9	23.1	6.5	1.2	0.6	11.4
Urban	0.0	26.3	7.7	16.9	6.5	2.7	1.3	0.9	36.7	4.7	18.0	20.8	8.4	0.0	0.0	5.6
Rural	0.8	29.3	4.3	6.3	3.2	3.7	0.6	0.4	40.9	8.9	11.2	23.4	6.3	1.3	0.6	12.9
Frontier governorates	13.4	19.1	8.7	8.7	8.6	6.9	0.6	2.6	28.9	4.7	23.7	33.6	2.0	0.0	0.0	13.2
<b>Wealth</b>																
Lowest	1.5	36.6	5.1	8.0	5.2	5.9	0.7	0.3	36.2	8.6	15.4	16.3	4.8	1.4	0.2	17.1
Second	1.1	33.2	2.1	9.5	4.3	3.8	1.0	0.1	33.0	8.3	17.1	23.3	6.6	1.2	1.8	9.3
Middle	1.5	22.8	1.1	11.1	5.0	3.4	1.2	1.1	45.0	11.0	14.1	21.8	11.1	0.0	0.6	4.2
Fourth	0.0	21.9	2.0	6.9	9.1	4.2	2.1	0.0	32.3	11.2	16.2	11.2	11.4	0.0	1.9	1.6
Highest	8.1	6.2	0.0	0.0	2.1	0.0	4.1	0.0	8.6	12.7	10.9	7.4	51.8	0.0	0.0	0.8
<b>Total</b>	1.4	32.5	3.4	8.6	5.1	4.7	1.0	0.3	35.8	9.0	15.7	18.7	7.4	1.1	0.8	6.9
<b>Number of youth</b>	1,857	1,126	1,265	1,233	941	1,362	1,300	1,667	1,154	1,256	1,140	1,267	892	1,091	875	

**Table A3.3 School commute times**

Percent of young people reporting school commute times according to current school level (current students only) , Egypt 2009

Current school level	Less than 1/2 hour	1/2 hour- 1 hour	more than 1 hour	DK/Missing	Total
Primary	89.0	10.3	0.6	0.1	100.0
Preparatory	84.0	14.8	1.2	0.0	100.0
Vocational secondary	50.4	42.3	7.1	0.2	100.0
General secondary	72.7	24.7	2.3	0.3	100.0
Post-secondary Inst	9.2	44.3	46.5	0.0	100.0
University and above	12.8	41.6	45.5	0.1	100.0
Number of respondents	4,690	1,034	106	5	5,835

**Table A3.4 Transport to school**

Percent of young people using transport mode according to current school level (current students through secondary only) , Egypt 2009

	Walk	Bicycle	Donkey/ cart	Motor-cycle	TokTok/ Pickup truck	Public Transport	Taxi	School bus	Private car	Rented van	Microbus	Total
<b>Current School Level</b>												
Primary	91.3	0.2	0.1	0.0	1.2	2.0	0.4	2.1	1.2	0.0	1.7	100.0
Preparatory	84.8	0.8	0.0	0.0	2.1	3.5	0.6	1.6	1.3	0.1	5.3	100.0
Vocational												
Secondary	27.9	0.8	0.1	0.0	8.8	19.2	0.5	0.5	0.1	0.5	41.6	100.0
General												
Secondary	52.0	1.7	0.0	0.0	6.4	10.2	2.5	2.7	1.9	0.4	22.1	100.0
Number of youth	4,415	40	3	2	164	373	43	105	71	9	610	5,835

**Table A3.5 Current student levels**

Percent distribution of young people by current school attendance status by sex, according to age group, residence, region, and wealth, Egypt 2009

Characteristic	Primary		Preparatory		Vocational secondary		General secondary		Post-secondary institute		University and above	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
<b>Age group</b>												
10-14	54.2	51.5	40.5	40.9	0.0	0.2	0.0	0.2	0.0	0.0	0.0	0.0
15-17	0.1	0.2	24.9	24.2	31.5	21.9	19.8	23.2	0.4	0.5	3.3	3.4
18-24	0.0	0.1	0.1	0.0	5.0	2.4	1.8	0.9	1.7	1.1	17.9	15.8
25-29	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.1	1.4	0.5
<b>Residence</b>												
Urban	15.7	13.7	14.3	16.6	5.4	3.7	4.6	5.8	0.6	0.7	11.7	11.4
Rural	15.6	15.5	16.2	15.5	7.9	4.7	3.6	3.0	0.7	0.4	5.5	3.5
Informal urban	13.8	13.6	14.9	13.5	5.1	4.2	3.0	6.2	0.7	0.5	8.0	8.0
<b>Region</b>												
Urban governorates	15.1	14.5	13.9	14.5	5.5	3.8	4.3	5.3	0.8	0.7	11.9	10.8
Lower Egypt	14.8	15.4	14.9	15.1	5.9	4.6	3.7	4.1	0.7	0.4	7.7	6.4
Urban	14.2	11.9	16.8	15.1	4.7	3.3	4.2	7.1	0.6	0.5	12.6	11.7
Rural	15.0	16.4	14.4	15.1	6.3	5.0	3.5	3.2	0.7	0.3	6.4	4.8
Upper Egypt	16.4	14.3	17.3	17.0	9.0	4.5	3.9	3.5	0.6	0.5	4.9	3.6
Urban	17.1	13.8	12.7	19.8	5.4	4.7	4.3	5.7	0.2	0.7	6.4	9.1
Rural	16.3	14.4	18.5	16.2	9.9	4.5	3.8	2.9	0.7	0.4	4.5	2.1
Frontier governorates	17.0	16.3	17.0	15.4	7.1	4.2	2.4	3.1	0.2	0.6	4.6	2.5
<b>Wealth quintile</b>												
Lowest	18.6	15.8	15.9	14.9	7.1	3.8	2.4	1.7	0.3	0.3	2.0	1.1
Second	14.2	14.1	14.9	16.8	8.9	5.2	2.4	1.6	0.2	0.5	3.2	1.8
Middle	15.1	14.6	14.7	17.3	8.2	5.8	3.6	3.8	0.7	0.5	5.5	4.0
Fourth	13.4	16.1	15.7	13.6	6.2	4.8	4.2	5.7	1.0	0.3	9.6	8.8
Highest	16.2	13.4	17.1	15.3	3.2	1.9	7.5	8.8	1.4	0.8	20.2	17.6
<b>Total</b>	15.5	14.9	15.6	15.7	6.9	4.4	3.8	4.1	0.7	0.5	7.5	6.1
<b>Number of respondents</b>	1,117	1,046	1,113	1,116	487	347	297	328	47	38	528	483

**Table A3.6 Former Students**

Percent distribution of young people by previous school completion status and sex, according to age group, residence, region, and wealth, Egypt 2009

Characteristic	Incomplete primary		Complete primary		Complete preparatory		Complete vocational secondary		Complete general secondary		Complete above intermediate		Complete university and above	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Age group</b>														
10-14	2.2	1.1	1.9	2.2	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
15-17	4.0	3.3	10.5	7.8	1.5	4.6	3.1	4.0	0.0	0.2	0.0	0.0	0.0	0.0
18-24	5.9	4.6	10.3	9.1	5.7	6.0	36.2	32.9	1.5	1.8	2.2	2.7	7.4	9.6
25-29	8.9	8.2	14.0	10.7	4.1	4.5	40.1	34.5	1.5	1.1	3.9	2.8	21.4	16.7
<b>Residence</b>														
Urban	4.2	2.9	7.9	6.1	2.4	4.1	17.6	16.0	0.5	0.8	2.0	1.9	10.7	12.0
Rural	5.5	4.7	8.7	8.1	3.6	3.7	22.8	20.2	1.0	0.8	1.2	1.2	4.4	3.7
Informal urban	4.7	4.1	10.5	5.0	2.1	3.2	22.3	21.0	1.4	1.8	2.2	2.4	9.5	11.2
<b>Region</b>														
Urban														
governorates	4.9	3.8	8.3	7.3	3.1	5.0	15.4	13.9	0.7	0.8	2.3	2.5	11.6	13.1
Lower Egypt	5.8	4.3	8.9	7.0	3.3	2.3	22.9	24.0	1.0	1.0	1.5	1.6	6.5	7.1
Urban	4.3	2.9	7.1	4.4	1.1	2.6	17.7	20.3	0.8	1.5	2.1	2.1	11.8	14.4
Rural	6.2	4.8	9.4	7.8	3.9	2.2	24.4	25.1	1.1	0.8	1.3	1.5	5.0	4.9
Upper Egypt	4.4	4.2	8.3	7.6	3.0	4.9	22.4	16.0	0.8	0.9	1.2	0.8	4.3	3.2
Urban	2.9	2.4	10.9	4.3	1.5	2.9	28.4	20.7	0.4	0.8	1.2	0.9	5.9	5.7
Rural	4.7	4.6	7.7	8.4	3.3	5.5	20.8	14.7	0.9	0.9	1.1	0.8	3.9	2.5
Frontier														
governorates	2.9	3.2	8.3	7.3	3.3	5.7	24.2	17.6	0.5	1.7	1.0	0.9	3.0	3.5
<b>Wealth quintile</b>														
Lowest	7.6	6.9	12.5	9.8	4.0	4.1	19.6	12.7	1.0	0.6	0.3	0.4	1.5	0.7
Second	8.0	5.7	11.5	10.6	3.9	4.4	23.3	21.2	0.8	1.0	1.4	1.0	3.0	1.7
Middle	5.3	4.1	10.0	7.3	3.2	4.8	25.4	24.9	0.9	0.8	1.4	1.1	4.6	3.5
Fourth	2.9	2.5	5.9	5.4	2.9	3.7	25.3	23.8	1.0	1.5	2.8	2.8	8.2	8.9
Highest	0.4	0.7	1.1	2.0	1.2	1.4	10.0	11.7	0.5	0.7	1.9	2.5	19.0	22.3
<b>Total</b>	5.1	4.1	8.6	7.3	3.1	3.8	21.3	19.1	0.9	0.9	1.5	1.5	6.7	6.7
<b>Number of respondents</b>	341	348	571	614	223	342	1,378	1,655	47	85	106	137	485	599

**Table A3.7 Mean years of school****Mean years of school among young people aged 22-24 by sex, according to residence, region, and wealth, Egypt 2009**

	Males	Females	
<b>Residence</b>			
Urban	11.1	11.1	
Rural	9.7	8.0	
Informal urban	10.9	11.2	
<b>Region</b>			
Urban governorates	11.1	11.3	
Lower Egypt	10.1	9.7	
Urban	11.8	11.9	
Rural	9.6	9.0	
Upper Egypt	9.9	7.5	
Urban	10.1	9.7	
Rural	9.9	6.8	
Frontier governorates	9.0	7.6	
<b>Wealth quintile</b>			
Lowest	8.2	5.5	
Second	8.7	7.3	
Middle	10.2	9.3	
Fourth	11.2	11.1	
Highest	13.4	13.7	
<b>Total</b>		10.2	9.2
<b>Number of respondents</b>		6,919	8,041

**Table A3.8 Attendance status and parents' education****Percentage distribution of young people's school-attendance status, by sex, according to parents' education, Egypt 2009**

Characteristic	Never attended		Currently in school		Previously attended		Total	Composition Males	Composition Females
	Males	Females	Males	Females	Males	Females			
<b>Father's education</b>									
Illiterate	4.6	14.5	41.9	48.2	53.5	37.3	100.0	24.9	17.1
Read and write	0.0	4.4	52.2	68.0	47.8	27.7	100.0	0.3	0.3
Primary	1.5	5.3	48.1	61.9	50.4	32.6	100.0	19.4	14.7
Preparatory	2.2	2.7	61.7	73.1	36.1	24.3	100.0	6.5	5.4
General secondary	0.1	0.0	67.0	80.8	32.9	19.2	100.0	1.2	0.7
Vocational									
Secondary	0.6	0.7	72.9	80.7	26.5	18.7	100.0	15.0	12.7
Post-sec. inst.	0.0	0.0	79.8	85.5	20.2	14.6	100.0	1.9	1.8
University and above	0.9	1.3	78.2	79.3	20.9	19.4	100.0	8.9	7.6
Missing	5.6	18.6	26.7	14.4	67.6	67.0	100.0	22.1	39.8
<b>Mother's education</b>									
Illiterate	4.8	12.8	43.3	52.9	51.9	34.3	100.0	43.7	32.2
Read and write	0.0	5.7	57.2	87.0	42.8	7.3	100.0	0.2	0.4
Primary	0.4	3.0	48.2	59.5	51.4	37.5	100.0	18.0	12.6
Preparatory	0.7	0.8	70.1	76.2	29.2	23.0	100.0	5.7	4.9
General secondary	0.0	0.0	79.7	79.4	20.3	20.6	100.0	0.7	0.7
Vocational									
Secondary	0.6	0.4	79.9	84.6	19.5	15.0	100.0	13.0	12.1
Post-sec. inst.	0.0	0.0	86.1	88.3	13.9	11.8	100.0	1.2	1.1
University and above	0.3	0.3	82.7	80.7	17.1	19.0	100.0	5.6	4.5
Missing	5.7	20.2	14.4	5.2	79.8	74.6	100.0	12.0	31.6
<b>Total</b>	3.0	11.0	50.0	45.6	47.1	43.4	100.0	100.0	100
<b>Number of respondents</b>	224	945	3,589	3,358	3,152	3,780	15,023	6,948	8,075

Table A3.9 Absenteeism and reasons															
Percent of currently in school young people absent one day or more this semester, mean days absent, reasons reported by the absent, according to current school level, gender, age group, residence, and wealth, , Egypt 2009															
Current students-- absenteeism	Percent absent one day or more this semester	Mean Days absent	Illness/menstrual cycle	Family Problems	Problems at school with teachers	Problems at school with other students	The school is too far away	Do not benefit from school	Parents traveling	To study outside of school	To work or help in the field	To help with household chores	Private tutoring during school day	other	Total reasons
<b>Current Education Level</b>															
Primary	72.0	5.4	80.0	4.4	0.9	0.3	0.1	9.1	2.2	11.0	1.5	4.8	0.6	2.8	117.6
Preparatory	74.4	6.6	73.8	6.0	1.0	0.7	1.0	14.5	1.7	16.9	3.5	6.7	1.1	2.4	129.3
Vocational Secondary	80.3	11.3	69.6	9.9	0.7	0.4	2.1	24.0	0.8	10.6	8.2	10.0	1.1	3.3	140.6
General Secondary	79.6	10.5	65.5	4.5	0.5	0.1	0.7	19.1	0.2	38.5	2.2	4.1	4.7	2.5	142.6
<b>Gender</b>															
males	76.1	7.9	76.5	6.7	1.4	0.4	0.8	14.5	1.5	12.1	4.7	3.0	1.0	3.1	125.6
females	73.5	6.6	72.2	4.9	0.3	0.6	0.8	14.4	1.7	20.7	1.8	10.0	1.6	2.2	131.1
<b>Residence</b>															
urban	75.4	7.6	77.6	3.6	0.9	0.8	0.6	13.4	1.9	19.6	1.4	1.6	2.1	2.1	125.5
rural	74.4	7.1	73.6	6.7	0.9	0.4	1.0	14.0	1.4	14.4	4.5	8.5	0.9	3.0	129.3
informal urban	76.4	7.6	71.0	6.8	0.6	0.0	0.4	21.6	1.7	16.5	1.3	4.4	1.4	2.5	127.9
<b>Region</b>															
Urban governorates	74.7	7.9	78.5	5.0	0.8	0.7	0.6	12.6	1.8	19.5	1.5	0.9	1.3	1.7	124.9
Lower Egypt	74.8	6.6	73.7	4.0	0.1	0.3	0.3	14.2	1.6	17.1	3.1	6.1	1.8	3.6	125.8
Urban	78.3	7.5	73.1	4.0	0.0	0.0	0.1	17.9	2.7	18.6	0.7	3.0	2.7	2.8	125.5
Rural	73.8	6.3	73.9	4.0	0.1	0.4	0.4	13.1	1.2	16.6	3.8	7.1	1.5	3.9	125.9
Upper Egypt	74.5	7.8	73.1	8.4	1.8	0.5	1.4	15.4	1.5	13.5	4.6	9.1	0.8	2.2	132.3
Urban	74.4	7.5	73.3	3.1	2.0	1.1	0.8	18.1	0.9	17.9	2.0	4.6	2.5	2.6	129.0
Rural	74.9	7.8	73.1	9.7	1.8	0.4	1.6	14.7	1.6	12.4	5.3	10.2	0.3	2.2	133.2
Frontier Governorates	78.2	6.2	84.3	3.0	0.0	0.6	1.0	18.5	0.9	12.5	1.0	3.1	1.1	0.3	126.3
<b>Wealth Quintile</b>															
lowest	72.5	7.5	73.4	9.1	2.1	0.5	1.3	12.1	0.7	11.1	5.3	10.2	0.5	2.5	128.7
second	74.5	7.6	72.4	6.4	0.6	0.2	0.6	16.5	1.5	14.6	5.2	8.8	1.1	1.4	129.4
middle	75.5	6.9	75.4	5.3	0.6	0.3	1.0	16.0	1.6	15.5	2.8	6.1	0.4	4.0	128.9
fourth	76.7	7.2	76.8	4.7	0.6	0.7	0.4	14.0	1.8	18.2	2.2	4.0	2.0	2.9	128.3
highest	75.1	7.2	74.6	3.3	0.3	0.6	0.6	13.2	2.3	22.1	0.9	1.3	2.9	2.5	124.6
<b>Total</b>	74.8	7.3	74.5	5.8	0.9	0.5	0.8	14.4	1.6	16.1	3.4	6.2	1.3	2.7	128.1
<b>Number of youth</b>	5,872	5,827	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396	4,396

Table A3.10 Reasons for dropping out																				
Percent of young people amongst those self identifying 'not enough' schooling, reporting reason for dropping out, according to gender, age group, residence, region, and wealth, Egypt 2009																				
	Finished (don't need more education)	Lack of schools for further study	Uniform and school fees	Private tutoring fees	School is too far	had to help at home	had to work	help family in work	all teachers male	parents didn't want school	I didn't want to finish	maltreatment by teachers	not doing well in school	Disciplinary reasons	avoid mixing with opposite sex	marriage	health	bullying	other	total reasons
<b>Gender</b>																				
Males	2.0	0.2	14.1	1.6	1.1	9.1	30.1	14.1		3.7	53.7	2.5	20.1	0.2	0.0	0.3	2.5	0.2	0.1	155.4
Females	3.9	0.5	23.0	2.8	2.4	10.1	2.0	4.9	0.6	22.7	28.7	3.5	11.0	1.0	0.9	11.8	2.1	0.7	0.9	133.4
<b>Last Level Attended (omits current interruptees)</b>																				
Primary	0.0	0.1	19.5	2.3	1.1	9.3	15.0	10.7	0.0	12.5	51.6	2.9	13.9	0.2	0.0	0.8	2.0	0.6	0.0	142.6
Preparatory	0.4	0.2	16.7	2.1	1.5	9.0	14.0	9.0	1.6	17.9	39.1	3.8	20.5	0.4	0.6	7.3	2.7	0.0	0.6	147.6
Vocational																				
secondary	13.3	1.3	20.2	3.2	1.8	7.9	13.8	8.0	0.0	12.8	20.1	1.1	6.2	2.3	0.0	16.0	1.6	0.8	2.1	132.4
General secondary	0.0	1.1	26.2	2.4	10.9	12.5	10.1	2.2	0.0	18.5	20.1	0.0	10.3	0.0	7.0	19.6	0.0	0.0	0.0	140.9
Above intermediate	28.2	0.0	28.8	0.0	13.6	13.7	6.4	0.0	0.0	0.0	12.0	0.0	0.0	0.0	0.0	25.5	0.0	0.0	0.0	128.2
University and above	31.1	0.0	28.1	2.5	3.3	16.7	31.1	3.0	0.0	7.3	5.8	0.0	2.8	0.0	0.0	15.1	0.0	0.0	0.0	146.7
<b>Residence</b>																				
Urban	4.6	0.4	19.7	1.1	2.1	11.5	17.0	7.9	0.0	13.5	37.1	3.5	11.7	1.1	0.0	4.6	2.0	1.0	1.1	139.9
Rural	2.7	0.3	18.6	2.5	1.7	9.0	13.9	9.9	0.9	13.8	40.9	3.1	17.2	0.5	0.5	7.2	2.7	0.2	0.3	145.8
Informal urban	0.6	0.7	19.8	4.4	1.5	8.9	14.0	5.6	0.0	18.7	42.9	1.1	8.2	0.0	2.3	8.6	0.0	1.1	0.0	138.3
<b>Region</b>																				
Urban governorates	3.8	0.4	21.5	2.1	1.6	11.8	15.0	8.1	0.0	11.9	38.6	3.1	9.5	0.8	0.0	5.6	1.6	0.0	1.2	136.6
Lower Egypt	1.8	0.3	14.4	1.8	1.6	8.2	14.5	10.9	0.4	9.6	45.2	3.2	18.1	0.2	0.7	7.2	2.8	0.6	0.2	141.4
Urban	1.5	0.4	11.1	1.0	2.8	14.9	18.4	4.7	0.0	15.5	46.6	2.6	13.6	0.0	2.1	4.5	2.0	2.4	0.0	144.0
Rural	1.9	0.6	15.1	2.0	1.3	6.8	13.7	12.1	0.4	8.4	44.9	3.4	19.0	0.2	0.4	7.7	2.9	0.2	0.2	141.3
Upper Egypt	4.3	0.3	23.8	2.9	2.1	10.4	14.9	7.2	1.2	21.0	33.6	2.9	14.3	1.1	0.4	6.5	2.2	0.6	0.6	150.3
Urban	6.3	0.2	23.8	1.7	1.9	3.8	18.0	8.3	0.0	21.3	27.5	3.4	11.3	2.2	0.0	6.3	1.1	2.2	1.1	140.5
Rural	3.9	0.6	23.8	3.1	2.1	11.9	14.2	6.9	1.5	20.9	35.1	2.8	15.0	0.9	0.5	6.5	2.4	0.3	0.5	152.7
Frontier governorates	0.0	4.5	11.5	1.3	4.7	8.2	15.6	11.8	0.0	18.2	52.7	0.0	17.0	0.0	2.3	2.1	0.4	0.0	0.0	150.3
<b>Wealth</b>																				
Lowest	1.5	6.0	23.3	1.8	0.7	9.6	11.7	11.4	1.9	15.3	39.0	4.2	16.9	0.9	0.9	4.8	3.5	0.3	0.0	153.5
Second	0.8	0.4	16.7	3.5	2.4	9.3	12.2	10.9	0.5	13.2	45.1	3.5	14.1	0.8	0.0	6.5	1.4	1.5	1.2	143.9
Middle	2.2	0.8	18.3	2.0	1.4	10.1	20.9	5.6	0.0	12.8	39.4	1.1	18.7	0.0	0.0	5.0	2.7	0.0	0.0	141.2
Fourth	4.9	0.0	18.8	1.9	2.7	12.1	16.2	7.5	0.0	17.9	35.2	3.5	12.3	0.4	1.4	8.6	0.0	0.0	1.3	144.8
Highest	17.7	0.7	13.5	0.0	2.6	1.8	10.7	8.8	0.0	6.9	35.7	2.9	4.5	1.3	0.3	15.6	6.5	0.0	0.0	129.3
Total	3.0	0.4	19.0	2.2	1.8	9.6	14.8	9.1	0.6	14.1	40.0	3.1	15.1	0.6	0.5	6.6	2.3	0.5	0.5	143.7
Number of youth	1,207	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183



**Table A3.11 Percent responding to aptitude test by background characteristics**

Characteristic	Age 10-14		Age 15-17	
	Males	Females	Males	Females
<b>Educational level</b>				
None	31.5	19.3	6.7	17.9
Current primary	62.6	60.4	0.0	0.0
Current preparatory	68.0	67.7	58.5	50.6
Current vocational secondary	0.0	48.6	53.7	60.1
Current general secondary		78.2	54.2	62.9
Attended primary	39.6	43.4	34.7	21.7
Attended preparatory	28.9	29.7	42.1	39.5
Attended vocational secondary			48.5	42.4
Attended general secondary			9.7	96.7
<b>Residence</b>				
Urban	67.8	70.7	61.0	61.2
Rural	60.6	57.0	50.0	46.3
Slum	70.4	63.7	45.0	42.9
<b>Region</b>				
Urban governorates	69.0	78.8	62.8	61.0
Lower Egypt	59.4	58.3	58.7	59.6
Urban	68.9	65.0	65.9	61.42
Rural	56.7	56.5	56.8	59.0
Upper Egypt	65.1	57.5	40.9	35.1
Urban	66.6	59.8	31.3	40.9
Rural	64.7	56.9	42.9	33.6
Frontier governorates	59.5	76.9	61.2	78.3
<b>Wealth quintile</b>				
Lowest	56.5	52.7	49.1	37.6
Second	57.3	57.8	47.5	45.3
Middle	67.1	58.9	49.1	53.9
Fourth	67.3	65.2	60.0	60.6
Highest	70.9	77.0	61.9	57.7
<b>Total</b>	63.4	61.2	52.5	50.1
<b>Number of respondents</b>	2,088	2,026	1,273	1,308

**Table A3.12 Family assistance--studying or homework**

Percent of current secondary and below young people reporting family assistance with studying or homework, percent with assistance reporting source, according to current school level, gender, residence, wealth, and parents' education, Egypt 2009

Parental help--current students only (sec and below)	Sources of help, amongst those receiving help					Total Sources
	Receive help	From father	From mother	Older Siblings	Other Relatives	
<b>Current School Level</b>						
Primary	28.8	30.7	45.9	40.1	5.9	122.5
Preparatory	18.2	33.0	38.1	40.7	8.3	120.0
Vocational Secondary	2.4	32.4	40.3	26.3	13.3	112.3
General Secondary	10.1	66.2	35.5	19.2	2.9	123.8
<b>Gender</b>						
males	17.9	33.3	40.7	41.1	6.8	121.8
females	20.6	33.5	44.1	37.0	6.7	121.2
<b>Residence</b>						
urban	25.7	32.1	57.7	30.0	4.9	124.7
rural	16.3	32.7	30.5	47.5	7.7	118.5
informal urban	19.1	44.1	51.4	23.2	8.2	126.9
<b>Region</b>						
Urban governorates	27.8	30.4	60.3	25.7	5.1	121.5
Lower Egypt	20.8	35.7	39.5	39.7	5.9	120.9
Urban	22.6	39.6	48.9	31.2	6.6	126.3
Rural	20.3	34.5	36.5	42.4	5.7	119.1
Upper Egypt	13.5	32.2	29.6	51.0	10.0	122.8
Urban	18.3	39.5	55.5	36.2	5.9	137.1
Rural	12.3	29.5	19.9	56.5	11.5	117.4
Frontier Governorates	13.5	35.5	45.3	35.0	0.4	116.2
<b>Wealth Quintile</b>						
lowest	10.3	23.4	16.2	52.1	17.2	108.8
second	12.7	28.1	22.0	48.4	9.5	108.0
middle	18.8	28.7	33.9	48.5	7.6	118.7
fourth	23.8	38.3	49.2	35.2	3.0	125.7
highest	33.1	39.2	62.7	25.6	3.8	131.2
<b>Father's Education</b>						
Illiterate	10.1	14.1	8.1	76.3	9.6	108.0
Read & Write	21.9	3.4	58.4	38.2	0.0	100.0
Primary	14.4	15.5	26.7	54.0	13.4	109.5
Preparatory	18.8	28.3	23.0	48.1	11.9	111.2
General Secondary	23.5	43.9	32.4	37.7	0.0	113.9
Vocational Secondary	23.9	43.2	51.6	30.7	4.3	129.8
Post-Sec. Inst.	30.7	54.5	52.6	21.7	3.8	132.7
University & Above	36.6	52.8	63.7	19.2	0.9	136.5
Missing	14.7	3.5	46.0	41.6	11.8	102.9
<b>Mother's education</b>						
Illiterate	11.2	19.9	6.8	66.4	11.9	105.0
Read & Write	34.4	32.5	66.7	14.3	0.0	113.5
Primary	15.9	37.0	22.1	47.5	7.4	114.0
Preparatory	22.1	30.0	35.6	43.1	7.0	115.7
General Secondary	28.8	11.1	63.2	22.9	5.6	102.8
Vocational Secondary	27.8	40.4	65.0	24.5	4.5	134.4
Post-Sec. Inst.	37.3	33.3	67.6	32.9	0.0	133.7
University & Above	35.9	44.5	77.7	12.8	0.8	135.8
Missing	19.0	23.3	3.0	59.28	21.42	107.0
<b>Total</b>	19.2	33.4	42.4	39.0	6.7	121.5
<b>Number of youth</b>	1,140	389	518	411	72	1,140

**Table A3.13 Tutoring**

Percent of current young people reporting use of private tutoring or study groups, mean subjects and average monthly cost in Egyptian Pound (cost for secondary and below only), for those in tutoring, according to current school level, gender, age group, residence, and wealth, Egypt 2009

<b>Tutoring--current students only</b>	<b>Tutoring (lessons or groups)</b>	<b>Private lessons</b>	<b>Study group</b>	<b>Mean subjects (if tutoring)</b>	<b>Average cost/month (secondary and below only)</b>
<b>Current Educational Status</b>					
Primary	57.0	38.7	20.9	3.5	58.5
Preparatory	63.7	47.2	18.4	3.3	81.4
Vocational Secondary	22.0	15.4	7.2	3.1	88.2
General Secondary	80.2	71.0	10.3	4.1	217.9
Above Intermediate	4.7	1.8	2.9	2.1	
University	5.8	4.8	1.1	2.3	
<b>Gender</b>					
Males	42.5	28.8	14.6	3.5	86.3
Females	56.4	44.4	14.4	3.5	96.9
<b>Residence</b>					
Urban	54.2	41.5	14.5	3.6	156.5
Rural	44.7	31.6	14.4	3.4	55.3
Informal urban	61.4	48.6	15.3	3.7	83.3
<b>Region</b>					
Urban governorates	57.3	42.7	17.5	3.7	183.5
Lower Egypt	59.1	41.4	19.6	3.6	65.4
Urban	61.5	42.7	17.0	3.9	90.0
Rural	58.3	45.9	20.5	3.6	56.9
Upper Egypt	33.1	26.4	7.2	3.0	62.4
Urban	45.0	40.1	5.3	3.1	88.8
Rural	29.8	22.6	7.7	2.9	51.8
Frontier Governorates	31.6	26.8	4.6	2.9	92.4
<b>Wealth Quintile</b>					
lowest	33.1	21.4	12.3	3.0	47.6
second	45.4	31.4	15.5	3.3	47.7
middle	50.1	35.8	15.8	3.5	53.4
fourth	56.4	41.7	16.9	3.7	88.2
highest	57.8	47.8	12.0	3.7	189.4
<b>Total</b>	49.0	36.1	14.5	3.5	92.0
<b>Number of youth</b>	6,938	2,589	983	3,450	6,938

**Table A3.14 Cheating**

Percent of current young people reporting cheating, observing others cheating, knowledge of someone buying an exam copy, according to school level, gender, age group, residence, wealth, and parents' education, Egypt 2009

<b>Cheating</b>	<b>Respondent Cheated</b>	<b>Respondent saw others cheat</b>	<b>Respondent knows someone who bought an exam copy</b>
Current primary	52.2	73.2	3.0
Current Preparatory	57.2	78.2	2.7
Current Vocational Secondary	80.4	87.6	4.9
Current General Secondary	50.5	74.4	4.7
Current Post-Sec. Inst.	74.5	84.8	4.0
Current University and Above	55.2	78.2	7.7
Attended primary	67.4	70.5	3.6
Attended Preparatory	81.1	85.1	3.2
Attended Vocational Secondary	80.0	85.2	3.4
Attended General Secondary	71.9	78.9	4.7
Attended Post-Sec. Inst.	71.8	83.5	7.0
Attended University and Above	55.8	76.8	8.9
<b>Gender</b>			
Males	67.3	80.9	3.7
Females	63.8	77.6	4.7
<b>Residence</b>			
Urban	59.9	75.6	6.3
Rural	68.2	80.9	3.2
Informal urban	66.5	81.5	3.9
<b>Region</b>			
Urban governorates	58.8	74.5	7.1
Lower Egypt	70.1	84.1	3.3
Urban	64.3	82.2	4.0
Rural	71.8	84.7	3.1
Upper Egypt	64.0	76.4	3.5
Urban	64.8	77.0	4.5
Rural	63.8	76.2	3.3
Frontier Governorates	59.5	68.1	4.9
<b>Wealth Quintile</b>			
Lowest	68.1	78.5	3.1
Second	68.5	80.1	2.8
Middle	70.0	81.4	3.5
Fourth	66.0	79.9	4.7
Highest	53.6	76.2	7.2
<b>Total</b>	65.6	79.4	4.2
<b>Number of youth</b>	13,853	13,853	13,853

**Table A3.15 School conditions**

Percent of current secondary and below young people reporting school condition , according to current school level, sex, residence, and wealth, Egypt 2009

Characteristic	Multiple shifts	Not on good terms with most teachers	Seating broken	Overcrowded	Inadequate lighting	Illegible blackboard	Broken windows	Inadequate ventilation
<b>Current school level</b>								
Primary	28.6	9.8	39.1	25.7	14.2	17.9	31.4	11.8
Preparatory	26.2	7.5	38.6	24.2	14.8	18.0	30.8	13.7
Vocational secondary	33.9	8.6	41.3	23.3	21.2	20.6	40.2	16.0
General Secondary	12.9	4.8	31.2	15.4	11.3	13.7	27.5	10.5
<b>Sex</b>								
Males	24.5	7.3	40.5	20.5	12.2	16.4	33.5	8.7
Females	29.5	9.3	36.1	27.4	18.3	19.7	30.4	17.8
<b>Residence</b>								
Urban	24.0	9.0	35.6	22.1	14.1	18.5	31.5	13.6
Rural	28.0	8.2	39.4	24.7	15.7	18.0	32.4	13.0
Informal urban	28.3	6.5	40.3	22.1	14.0	15.6	30.7	10.9
<b>Region</b>								
Urban governorates	25.9	9.8	36.6	22.0	15.0	20.6	31.3	14.7
Lower Egypt	24.8	6.9	37.5	24.7	15.4	16.3	32.0	10.8
Urban	18.8	5.4	37.4	24.1	14.5	15.3	33.9	9.4
Rural	26.6	7.3	37.6	24.9	15.7	16.6	31.5	11.2
Upper Egypt	30.4	8.6	40.7	23.8	14.8	18.4	32.5	14.5
Urban	32.0	8.6	37.3	20.5	11.2	14.7	29.2	13.6
Rural	30.0	8.7	41.6	24.6	15.7	19.3	33.4	14.7
Frontier governorates	6.7	18.1	28.5	18.4	16.3	20.1	28.2	15.3
<b>Wealth quintile</b>								
Lowest	33.4	9.6	41.2	27.6	15.9	19.4	34.3	14.0
Second	27.6	9.0	41.2	23.3	17.0	19.2	33.6	13.5
Middle	26.4	7.3	40.4	25.3	15.2	17.9	32.1	12.8
Fourth	27.1	7.9	37.5	23.4	14.7	17.9	33.6	12.9
Highest	18.5	7.4	30.0	17.9	12.3	14.7	25.6	11.3
<b>Total</b>	26.9	8.3	38.4	23.7	15.1	17.9	32.0	13.0
<b>Number of respondents</b>	5,827	5,827	5,827	5,827	5,827	5,827	5,827	5,827

**Table A3.16 School facilities and use**

**Percent of current secondary and below young people reporting school facility, percent with facility reporting use , according to current school level, sex, residence, and wealth, Egypt 2009**

	Library		Computer lab		Science lab		Clinic		Playground		Music instruments/ class		Field trips	
	Exists	Used	Exists	Used	Exists	Used	Exists	Used	Exists	Used	Exists	Used	Exists	Used
<b>Current school level</b>														
Primary	94.5	70.9	90.4	75.5	77.5	69.5	60.3	49.8	76.4	85.1	31.0	44.5	79.8	34.6
Preparatory vocational	95.4	71.5	93.6	79.8	88.4	77.3	59.1	47.6	76.6	83.8	31.9	47.8	80.9	36.2
Secondary general	90.0	41.1	84.0	61.7	36.3	53.0	62.5	37.4	77.2	73.7	14.5	29.2	65.4	19.0
Secondary	95.3	73.1	93.5	79.5	92.1	72.4	68.6	41.5	78.2	74.3	39.1	46.2	83.4	35.2
<b>Sex</b>														
Males	93.4	63.7	90.2	72.9	77.4	68.3	59.5	43.9	84.9	87.3	30.5	39.5	74.3	33.7
Females	95.3	71.5	92.0	79.0	77.5	76.5	62.5	48.8	67.8	74.3	29.1	51.5	83.3	33.2
<b>Residence</b>														
Urban	96.5	69.7	94.0	78.7	81.0	72.5	81.3	52.9	79.0	80.6	45.7	49.8	82.6	45.6
Rural	93.1	66.3	89.2	74.1	75.6	71.4	51.0	40.7	75.8	82.0	22.5	40.7	75.9	27.7
Informal urban	96.5	68.1	94.7	79.3	79.7	76.5	69.6	51.8	76.6	85.8	32.7	46.1	85.2	33.7
<b>Region</b>														
Urban governorates	97.0	69.7	95.0	79.6	78.2	71.0	92.9	57.2	81.3	78.7	50.1	48.3	85.3	49.1
Lower Egypt	94.9	70.7	89.9	75.8	79.8	76.6	68.8	42.6	78.1	85.4	28.8	44.3	81.1	33.4
Urban	97.9	70.4	94.9	78.7	87.4	79.3	82.6	44.1	77.6	86.7	41.7	48.8	87.1	40.4
Rural	94.0	70.8	88.5	74.9	77.6	75.8	64.7	42.1	78.2	85.0	25.0	42.1	79.4	31.2
Upper Egypt	92.4	62.4	90.6	74.0	74.5	67.4	36.8	40.1	73.2	79.5	21.4	43.2	73.3	24.8
Urban	93.5	66.0	91.5	77.0	78.1	70.7	40.5	49.8	72.6	82.8	27.7	54.4	74.9	30.0
Rural	92.1	61.5	90.4	73.3	73.7	66.5	35.9	37.3	73.4	78.6	19.8	39.2	72.8	23.5
Frontier governorates	92.5	71.2	83.5	77.6	74.5	73.2	67.2	55.1	76.1	81.2	30.2	34.9	59.8	33.7
<b>Wealth quintile</b>														
Lowest	91.4	59.9	87.7	70.3	72.7	68.9	43.4	43.8	72.1	80.0	21.7	41.0	73.2	17.8
Second	93.6	64.6	89.4	72.6	73.2	67.1	56.0	42.4	74.7	81.8	22.5	36.2	73.5	25.1
Middle	94.3	66.8	90.6	76.5	75.3	73.3	57.4	47.1	77.6	83.3	24.8	43.6	78.5	32.1
Fourth	95.5	69.8	92.8	77.3	81.1	73.0	70.4	44.3	77.2	80.4	32.1	42.9	81.7	36.3
Highest	97.3	77.3	95.6	83.3	87.0	78.5	82.4	52.2	83.5	83.7	52.9	54.0	87.6	56.7
<b>Total</b>	94.3	67.4	91.0	75.9	77.4	72.2	61.0	46.3	76.8	81.9	29.9	45.1	78.5	33.5
<b>Number of respondents</b>	5,827													4,580
	7	5,519	5,872	5,350	5,827	4,522	5,827	3,775	5,827	4,479	5,827	1,843	5,827	0

**Table A3.17 Vocational Education**

**Percent of young people in vocational type, reporting hands on experience, an education reflecting labor market needs, and vocational training enhancement (VTE) according to gender, age group, residence, and wealth, , Egypt 2009**

	Type--Current All					Hands on?		Reflected Labor Needs? (Yes: alts No/DK)		VTE? (Yes: Alts No/DK)	
	In-dus-trial	Com-mer-cial	Agricul-tural	Tourism/Hospitality	Nursing	Current Industrial only	Past All	Current Industrial only	Past All	Current Industrial only	Past All
<b>Gender</b>											
males	63.1	21.2	13.2	2.6	0.0	84.7	78.2	61.6	47.2	48.0	35.2
females	36.4	52.6	5.5	1.7	3.8	76.0	67.1	73.6	67.3	45.0	40.6
<b>Residence</b>											
urban	63.7	25.5	4.1	4.6	2.0	78.3	71.1	54.3	50.9	39.6	39.1
rural	49.8	34.6	13.0	1.5	1.2	83.1	73.7	67.0	56.6	47.9	36.5
informal											
urban	51.6	40.5	3.4	3.1	1.5	92.3	74.3	77.0	63.2	70.8	41.6
<b>Region</b>											
Urban											
governorates	64.4	24.7	1.4	7.1	2.4	78.9	69.9	59.6	54.2	39.1	39.0
Lower Egypt	57.4	34.5	6.9	0.0	1.2	87.2	78.3	72.1	62.4	53.8	40.7
Urban	57.6	36.7	4.9	0.0	0.8	95.4	79.4	57.6	62.4	61.4	43.4
Rural	57.4	34.0	7.3	0.0	1.3	85.4	78.1	75.6	62.4	52.1	40.0
Upper Egypt	44.2	35.0	16.9	2.8	1.2	79.4	66.3	57.8	45.5	45.7	32.9
Urban	54.3	33.2	8.5	2.4	1.6	74.6	66.8	63.5	44.9	51.0	37.5
Rural	42.4	35.4	18.3	2.8	1.1	80.4	66.1	56.6	45.7	44.6	31.1
Frontier											
Governorates	71.0	18.5	5.6	0.0	4.8	69.0	80.7	45.1	44.9	10.3	29.8
<b>Employment Status</b>											
In Labor Force	63.2	22.5	10.2	3.0	1.1	84.7	76.7	80.5	49.8	39.9	34.4
Out of Labor											
Force	52.0	34.0	10.3	2.2	1.5	82.2	68.7	62.4	63.7	48.1	41.6
<b>Wealth Quintile</b>											
lowest	39.6	37.1	22.1	1.3	0.0	85.7	73.0	50.2	49.8	44.1	34.8
second	54.2	32.4	10.8	1.7	0.9	80.6	71.9	68.4	52.6	49.2	35.0
middle	55.6	35.6	5.8	1.2	1.9	81.8	73.3	67.8	55.4	45.2	39.6
fourth	60.4	27.3	7.0	3.1	2.2	83.6	74.1	69.0	59.6	49.1	38.5
highest	56.9	28.6	1.7	8.9	3.9	81.8	72.6	54.2	63.0	48.8	40.8
<b>Total</b>	53.0	33.0	10.3	2.3	1.4	82.4	73.0	64.5	55.8	47.2	37.7
<b>Number of youth</b>	815	815	815	815	815	450	3,451	368	2,495	450	3,451

Table A3.18 Post-secondary institute conditions																		
Percent of young people (both current and former attendees) reporting condition, according to gender, residence region, and wealth, , Egypt 2009																		
Conditions-- Current and past Post- Secondary Institutes	Like Most Instructors	Instructors Accessible	Some seating broken	Not enough seating	Inadequate lighting	Inadequate ventilation	Instructor Inaudible	Writing on the board not visible	Books Unavailable	Books too expensive	Tutoring common	Can't file complaints	Discussion Time	Discuss Careers	Career Services	Professors Respectful	Professors Swear	Prepared for labor market
<b>Gender</b>																		
Males	85.5	75.7	14.5	4.9	9.4	7.3	5.1	8.1	17.8	23.6	18.1	15.1	23.7	37.6	29.6	84.7	4.2	52.8
Females	81.0	67.2	19.5	25.2	13.4	13.8	13.1	19.5	24.3	29.3	23.6	19.4	25.4	20.6	24.4	65.5	13.2	60.9
<b>Residence</b>																		
Urban	78.8	70.3	18.9	15.8	14.4	12.4	8.8	12.0	15.6	26.5	23.7	20.1	28.0	30.3	27.7	67.7	11.6	51.3
Rural	88.1	75.8	15.1	12.7	9.7	8.2	9.0	13.5	23.6	25.4	17.9	16.1	21.6	28.7	26.8	79.5	5.7	58.3
Informal urban	76.4	57.1	18.1	18.1	8.1	13.6	8.9	17.9	25.3	29.7	23.8	12.4	26.8	31.4	26.7	84.1	11.4	65.8
<b>Region</b>																		
Urban governorates	76.3	69.8	19.1	15.4	14.9	14.2	8.4	14.6	20.3	29.1	26.8	20.0	25.9	28.9	26.1	68.0	12.6	47.5
Lower Egypt	86.0	73.6	14.3	14.5	5.2	5.9	9.5	12.8	15.6	24.0	18.7	14.9	31.4	37.4	32.2	80.7	5.9	74.1
Urban	79.5	68.3	13.7	22.6	6.8	11.7	8.7	15.7	11.7	23.3	21.4	13.5	35.7	41.1	36.4	81.4	9.0	77.9
Rural	88.6	75.7	14.5	11.2	4.5	3.6	9.8	11.6	17.2	24.2	17.6	15.4	29.7	36.0	30.6	80.4	4.6	72.5
Upper Egypt	87.0	70.3	19.1	13.9	18.4	13.8	8.5	13.2	32.0	27.6	16.6	18.0	9.6	15.4	18.3	76.1	8.4	34.7
Urban	86.5	43.5	34.8	6.7	20.2	6.7	13.5	0.0	21.5	28.3	6.7	24.2	13.4	6.7	6.7	66.2	13.4	28.3
Rural	87.1	75.6	15.9	15.3	18.1	15.2	7.5	15.9	34.1	27.4	18.6	16.8	8.9	17.1	20.6	78.1	7.4	36.0
Frontier Governorates	90.2	82.1	9.5	0.0	1.6	7.5	5.8	17.6	0.0	11.7	25.4	11.7	34.5	41.1	46.2	69.9	0.0	72.7
<b>Wealth Quintile</b>																		
Lowest	86.4	76.9	27.8	26.7	13.4	8.9	4.3	26.8	13.3	21.6	26.4	14.8	18.3	25.1	34.6	55.8	0.0	57.9
Second	82.6	62.8	15.3	17.3	7.9	7.9	7.8	12.0	17.6	24.5	16.2	8.4	30.6	23.9	17.1	84.0	4.1	59.8
Middle	83.4	28.5	12.4	3.6	18.6	11.9	13.4	5.4	24.9	31.8	19.9	14.5	26.6	42.4	33.4	73.0	9.9	56.5
Fourth	82.1	70.1	15.6	17.8	10.4	9.0	9.8	16.9	27.8	30.2	24.4	21.4	21.0	23.9	28.1	75.8	10.0	48.2
Highest	84.7	80.5	19.9	13.4	8.5	12.7	6.3	12.5	12.8	19.3	17.8	19.5	25.3	32.0	25.6	77.4	10.1	65.1
<b>Total</b>	83.4	71.7	16.8	14.5	11.3	10.3	8.9	13.5	20.8	26.3	20.7	17.1	24.5	29.6	27.2	75.7	8.5	56.6
<b>Number of youth</b>	328	328	328	328	328	328	328	328	328	328	328	328	328	328	328	328	328	328



**Table A3.19 University condition**

**Percent of young people (both current and former attendees) reporting condition, according to gender, residence region, and wealth, , Egypt 2009**

	Like Most Instructors	Instructors Accessible	Some seating broken	Not enough seating	Inadequate lighting	Inadequate ventilation	Instructor Inaudible	Writing on the board not visible	Books Unavailable	Books too expensive	Tutoring common	Can't file complaints	Discussion Time	Discuss Careers	Career Services	Professors Respectful	Professors Swear	Prepared for labor market
<b>Gender</b>																		
Males	86.9	79	8.39	12	4.95	6.15	7.48	8.05	21.3	35.2	24.1	20.9	26.5	30.6	29.1	85.9	8.5	63.2
Females	87.3	76.2	13.8	24.4	11.8	14.4	15.1	17.7	30.2	42.8	24.4	21.4	29.0	23.0	34.3	68.2	14.6	67.5
<b>Residence</b>																		
urban	87.3	78.1	11.2	16.6	9.25	13.2	11.6	13.5	23.9	36.6	25.7	19.2	27.9	27.2	34.0	75.5	12.7	65.7
rural	87.4	77	10.3	17.8	7.5	6.57	10.8	12.2	27.6	40.5	22.4	23.7	27.5	26.2	27.8	79.5	10.4	64.9
informal urban	85.3	78.2	11.4	23	6.08	8.88	9.6	10.2	24.5	42	24.9	20.3	27.5	29.4	34.1	79.4	9.3	64.2
<b>Region</b>																		
Urban governorates	86.8	77.6	10.9	17.2	9.02	13.6	11.8	13.5	24.8	36.9	25.2	18.5	28.2	26.2	32.6	78.6	11.9	64.5
Lower Egypt	87.7	78.6	11.5	20.2	6.94	7.41	11	12.6	26.1	43.6	27.5	22.3	30.5	32.6	32.8	77.6	9.2	69.4
Urban	87.2	79	11.9	21	6.62	9.73	10.4	11.8	24.1	43.6	28.3	22.3	28.9	33.7	36.9	76.9	10.1	68.8
Rural	88	78.3	11.2	19.5	7.17	5.81	11.5	13.1	27.5	43.7	26.8	22.4	31.7	31.9	30.0	78.1	8.5	69.9
Upper Egypt	86.4	76	9.9	14	9.52	10.1	10.1	11.3	25.5	31.7	15.1	23.2	21.3	16.7	27.4	75.8	15.4	56.6
Urban	86.2	78.7	11.9	13.4	11.9	13.8	11.3	12.8	20.4	26.9	17.7	16.6	24.4	19.8	34.2	64.2	17.6	59.6
Rural	86.5	74.5	8.79	14.3	8.2	8.09	9.47	10.5	28.3	34.3	13.7	26.8	19.6	15.0	23.6	82.2	14.2	54.9
Frontier Governorates	84.8	69.9	7.09	9.79	6.79	5.94	4.81	7.98	15.2	28.3	21.6	13.1	16.3	17.7	25.7	77.7	5.7	78.9
<b>Wealth Quintile</b>																		
lowest	92.7	85.8	7.48	7.85	5.17	4.63	13.8	13.7	25.6	45.8	22.2	33.4	29.1	21.4	26.9	76.9	17.5	55.3
second	82.8	73.1	9.05	14.5	6.82	5.88	9.18	12.3	24.6	42.1	20.4	24.3	22.5	26.2	29.8	83.8	11.8	72.0
middle	85.5	77.2	10.5	20	6.27	9.3	10.5	8.23	25.5	33.7	18.6	21.1	24.1	24.4	21.8	77.3	8.0	56.4
fourth	86.9	77	10.8	19	8.82	7.55	10.9	13.7	25.6	40.7	22.2	20.9	26.6	26.3	32.3	74.8	12.4	65.5
highest	87.9	78.2	11.7	17.9	8.88	12.7	11.4	13.2	25.5	38.1	27.9	19.7	30.2	28.9	34.7	78.2	11.2	67.4
<b>Total</b>	87.1	77.7	10.9	17.8	8.17	10	11.1	12.6	25.5	38.8	24.2	21.1	27.7	27.0	31.5	77.6	11.4	65.2

**Table A6.1 Percentage currently married by sex and background characteristics, youth aged 15-29**

<b>Characteristic</b>	<b>Males</b>	<b>Females</b>
<b>Urban/rural residence</b>		
Urban	9.2	31.4
Rural	14.2	45.0
Informal urban areas	20.4	45.4
<b>Region</b>		
Urban governorates	10.2	32.9
Lower Egypt	15.0	46.2
Urban	15.5	39.6
Rural	14.9	48.4
Upper Egypt	12.7	38.8
Urban	11.1	32.0
Rural	13.1	40.7
Frontier governorates	19.4	47.3
<b>Education</b>		
Illiterate	26.7	62.5
Read and write <sup>a</sup>	19.1	10.0
Primary	15.0	34.6
Preparatory	7.5	23.9
General secondary	1.6	10.1
Vocational secondary	19.8	58.9
Post-sec. institute	17.8	49.0
University and above	14.3	42.1
<b>Employment status</b>		
<b>In labor force</b>		
Wage employment	23.3	31.1
Employer/self-employed <sup>b</sup>	41.5	50.4
Unpaid family worker <sup>c</sup>	10.1	55.6
Unemployed search	6.1	39.2
<b>Out of labor force</b>		
Out of labor force and in school	0.0	1.3
Out of labor force and out of school	6.8	59.8
<b>Wealth quintile</b>		
Lowest	13.3	41.2
Second	15.7	47.0
Middle	13.0	41.3
Fourth	14.2	41.0
Highest	9.4	33.6
<b>Total</b>	<b>13.3</b>	<b>40.6</b>
<b>Unweighted N</b>	<b>4,915</b>	<b>6,000</b>
<sup>a</sup> Note this is a small group.		
<sup>b</sup> Note this is a small group that is 89% male.		
<sup>c</sup> Note this group is 86% male.		

**Table A6.2 Percentage of currently married females aged 25-29 who were married before age 16 and age 18, by background characteristics**

Characteristic	Age 16	Age 18
<b>Urban/rural residence</b>		
Urban	3.7	13.3
Rural	11.2	29.9
Informal urban areas	3.4	18.8
<b>Region</b>		
Urban governorates	3.9	14.1
Lower Egypt	7.3	22.6
Urban	1.8	13.6
Rural	8.8	24.9
Upper Egypt	13.5	19.6
Urban	6.0	20.1
Rural	15.3	38.4
Frontier governorates	7.6	19.6
<b>Education</b>		
Illiterate	21.1	47.6
Read & write <sup>a</sup>	NA	NA
Primary	13.9	36.2
Preparatory	14.9	37.4
General secondary	8.7	24.2
Vocational secondary	1.4	14.1
Post-Sec. institute	0.0	0.0
University & above	0.0	0.5
<b>Wealth quintile</b>		
Lowest	18.7	39.5
Second	11.4	32.6
Middle	7.0	22.7
Fourth	3.8	18.4
Highest	0.9	7.2
<b>Total</b>	<b>8.6</b>	<b>24.7</b>
<b>Unweighted N</b>	<b>1,533</b>	<b>1,533</b>

<sup>a</sup>Note this is a small group

<b>Table A6.3 Percentage of marriages that are consanguineous by background characteristics, youth aged 15-29</b>	
<b>Age group</b>	
15-17 <sup>a</sup>	63.7
18-24	34.8
25-29	33.8
<b>Urban/rural residence</b>	
Urban	28.9
Rural	38.1
Informal urban areas	23.1
<b>Region</b>	
Urban governorates	27.2
Lower Egypt	25.1
Urban	17.6
Rural	27.1
Upper Egypt	51.2
Urban	40.8
Rural	53.6
Frontier governorates	41.6
<b>Education</b>	
Illiterate	44.6
Read and write <sup>b</sup>	42.8
Primary	32.6
Preparatory	40.9
General secondary	36.5
Vocational secondary	32.5
Post-sec. institute	32.6
University and above	18.9
<b>Wealth quintile</b>	
Lowest	43.9
Second	37.6
Middle	35.6
Fourth	28.4
Highest	21.6
<b>Total</b>	<b>34.4</b>
<b>Unweighted N</b>	<b>3,458</b>
<sup>a</sup> Note this group is entirely female	
<sup>b</sup> Note this is a small group	

**Table A6.4 Living arrangements upon marriage by sex and background characteristics, married youth aged 15-29 (percent)**

Characteristic	Lived with own family		Lived with spouse's family		Lived with someone else		Lived alone	
	Males	Females	Males	Females	Males	Females	Males	Females
<b>Age</b>								
15-17	NA	0.0	NA	55.3	NA	0.0	NA	44.7
18-24	42.6	0.9	0.9	40.6	0.9	0.3	55.6	58.2
25-29	39.8	0.8	1.5	31.2	0.0	0.2	58.8	67.8
<b>Urban/rural residence</b>								
Urban	22.0	0.5	4.2	19.5	0.0	0.1	73.8	79.9
Rural	49.6	0.8	0.5	42.9	0.1	0.3	49.8	56.1
Informal urban areas	21.3	2.1	1.4	21.9	0.8	0.4	76.5	75.7
<b>Region</b>								
Urban governorates	19.6	1.0	2.3	18.3	0.7	0.3	77.4	80.4
Lower Egypt	40.1	0.9	0.4	33.2	0.0	0.1	54.5	65.8
Urban	18.4	1.6	0.7	12.9	0.0	0.0	80.9	85.6
Rural	46.4	0.8	0.4	38.5	0.0	0.1	53.2	60.6
Upper Egypt	49.9	0.6	2.2	47.3	0.0	0.2	47.9	51.9
Urban	30.9	0.0	9.2	38.1	0.0	0.0	59.9	62.0
Rural	54.3	0.7	0.6	49.4	0.0	0.3	45.1	49.6
Frontier governorates	42.0	0.8	2.7	28.3	2.7	3.5	52.7	67.5
<b>Education</b>								
Illiterate	50.5	1.4	0.2	48.6	0.0	0.5	49.3	49.5
Read and write <sup>a</sup>	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Primary	44.6	0.4	30.2	36.9	0.0	0.0	52.3	62.7
Preparatory	39.3	0.3	1.1	44.8	0.0	0.6	59.7	54.3
General secondary	22.7	0.0	0.0	23.7	0.0	0.0	77.3	76.3
Vocational secondary	40.8	1.2	1.4	32.9	0.4	0.1	57.4	65.9
Post-sec. institute	21.3	0.0	0.0	17.2	0.0	0.0	78.7	82.8
University and above	33.7	0.0	0.0	13.3	0.0	0.0	66.3	86.7
<b>Wealth quintile</b>								
Lowest	51.5	0.0	0.1	53.2	0.3	0.6	48.1	46.2
Second	44.5	0.9	1.4	39.8	0.0	0.3	54.1	59.0
Middle	47.5	1.7	1.8	40.5	0.0	0.0	50.7	57.9
Fourth	33.9	0.8	2.6	24.7	0.5	0.2	63.0	74.3
Highest	9.2	0.5	0.0	11.0	0.0	0.0	90.9	88.4
<b>Total</b>	<b>40.3</b>	<b>0.8</b>	<b>1.4</b>	<b>35.6</b>	<b>0.2</b>	<b>0.2</b>	<b>58.2</b>	<b>63.4</b>
<b>Unweighted N</b>	<b>267</b>	<b>23</b>	<b>11</b>	<b>883</b>	<b>2</b>	<b>9</b>	<b>473</b>	<b>1,790</b>

<sup>a</sup>Note this is a small group

**Table A6.5 Percentage of unmarried respondents aged 15-29 who would accept living with their in-laws upon marriage, by sex and background characteristics**

Characteristic	Males	Females
<b>Age</b>		
15-17	5.8	52.4
18-24	7.5	54.9
25-29	7.6	50.9
<b>Urban/rural residence</b>		
Urban	9.0	35.4
Rural	6.2	65.9
Informal urban areas	7.5	41.8
<b>Region</b>		
Urban governorates	11.9	31.3
Lower Egypt	7.2	51.5
Urban	4.6	32.4
Rural	8.0	58.7
Upper Egypt	4.3	69.1
Urban	5.5	55.0
Rural	4.0	73.7
Frontier governorates	4.1	49.7
<b>Education</b>		
Illiterate	14.3	74.6
Read and write <sup>a</sup>	0.0	45.8
Primary	7.5	63.5
Preparatory	6.4	50.8
General secondary	7.5	38.2
Vocational secondary	7.3	61.4
Post-sec. institute	5.6	48.8
University & above	5.6	38.4
<b>Wealth quintile</b>		
Lowest	6.2	75.0
Second	8.3	65.4
Middle	5.9	59.8
Fourth	7.4	41.4
Highest	8.0	25.9
<b>Total</b>	<b>7.1</b>	<b>53.6</b>
<b>Unweighted N</b>	<b>4,162</b>	<b>3,296</b>
<sup>a</sup> Note this is a small group		

**Table A6.6 How married youth aged 15-29 met their spouses, by background characteristics (percent)**

Characteristic	Work/school/activity	Neighbors	Relatives	Personal networks	Other
<b>Sex</b>					
Male	3.1	15.9	35.0	45.6	0.4
Female	3.3	13.5	34.2	47.4	1.7
<b>Age</b>					
15-17 <sup>a</sup>	0.0	15.3	63.7	21.0	0.0
18-24	2.8	14.2	34.8	46.7	1.6
25-29	3.6	14.0	33.8	47.5	1.3
<b>Urban/rural residence</b>					
Urban	4.9	12.2	28.9	52.8	1.3
Rural	2.6	13.9	38.1	44.1	1.4
Informal urban areas	4.2	18.5	23.1	52.6	1.6
<b>Region</b>					
Urban governorates	4.1	15.6	27.3	51.5	1.5
Lower Egypt	3.9	13.9	25.1	55.8	1.3
Urban Lower Egypt	5.2	13.4	17.6	62.7	1.0
Rural Lower Egypt	3.6	14.1	27.1	53.9	1.4
Upper Egypt	1.9	13.6	51.2	31.9	1.4
Urban Upper Egypt	5.0	13.0	40.8	39.6	1.6
Rural Upper Egypt	1.2	13.7	53.6	30.2	1.3
Frontier governorates	1.8	14.5	41.6	40.1	1.1
<b>Education</b>					
Illiterate	1.7	14.0	44.6	37.9	1.8
Read and write <sup>b</sup>	0.0	57.3	42.8	0.0	0.0
Primary	0.5	14.7	32.6	51.2	1.1
Preparatory	2.9	13.2	40.9	42.3	0.8
General secondary	2.6	8.7	36.5	48.2	4.1
Vocational secondary	3.2	14.6	32.5	48.4	1.3
Post-secondary institute	5.3	14.3	32.6	45.6	2.2
University and above	9.8	13.2	18.9	57.1	1.0
<b>Employment status</b>					
<b>In labor force</b>					
Wage employment	4.7	15.1	32.5	47.3	0.4
Employer/Self-employed <sup>c</sup>	1.1	15.9	32.7	48.8	1.6
Unpaid family worker <sup>d</sup>	2.0	18.0	20.8	57.2	2.0
Unemployed search	2.8	13.8	28.6	51.6	3.3
<b>Out of labor force</b>					
Out of labor force and in school	0.0	19.4	34.0	36.3	10.3
Out of labor force and out of school	2.8	13.5	35.9	46.3	1.5
<b>Wealth quintile</b>					
Lowest	1.3	14.8	43.9	38.7	1.3
Second	2.2	13.5	37.7	45.2	1.4
Middle	1.9	13.5	35.6	47.6	1.3
Fourth	4.7	16.7	28.4	48.5	1.6
Highest	7.9	10.9	21.6	58.4	1.2
<b>Total</b>	<b>3.2</b>	<b>14.1</b>	<b>34.4</b>	<b>46.9</b>	<b>1.4</b>
<b>Unweighted N</b>	<b>112</b>	<b>489</b>	<b>1,182</b>	<b>1,629</b>	<b>46</b>

<sup>a</sup>Note this group is entirely female.

<sup>b</sup>Note this is a small group .

<sup>c</sup>Note this is a small group that is 89% male.

<sup>d</sup>Note this group is 86% male.

**Table A6.7 Percentage of married youth aged 15-29 who made the final decision to marry their spouses themselves, by sex and background characteristics**

Characteristic	Males	Females
<b>Age</b>		
15-17	NA	41.8
18-24	93.0	55.9
25-29	93.4	58.8
<b>Urban/rural residence</b>		
Urban	95.8	66.5
Rural	92.8	54.1
Informal urban areas	92.1	58.8
<b>Region</b>		
Urban governorates	96.4	68.5
Lower Egypt	94.7	58.1
Urban	94.6	62.5
Rural	94.7	56.9
Upper Egypt	89.9	51.0
Urban	88.3	54.1
Rural	90.2	50.3
Frontier governorates	93.5	62.7
<b>Education</b>		
Illiterate	88.5	44.2
Read and write <sup>a</sup>	100.0	100.0
Primary	93.1	54.6
Preparatory	88.3	53.5
General secondary	100.0	59.0
Vocational secondary	95.0	61.1
Post-sec. institute	95.4	69.6
University and above	94.9	74.3
<b>Wealth quintile</b>		
Lowest	88.6	43.5
Second	91.0	53.0
Middle	94.8	57.6
Fourth	95.1	64.3
Highest	100.0	74.4
<b>Total</b>	<b>93.3</b>	<b>57.3</b>
<b>Unweighted N</b>	<b>753</b>	<b>2,705</b>

<sup>a</sup>Note this is a small group.



**Table A6.8 Average costs of marriage by background characteristics, respondents aged 15-29**

Characteristic	Value of Shabka (LE)	Total marriage costs, excluding housing (LE)	Total marriage costs paid by self and family, excluding housing (LE)		Total marriage costs paid by spouse and his/her family, excluding housing (LE)	
<b>Sex</b>			<b>Males</b>	<b>Females</b>	<b>Males</b>	<b>Females</b>
Male	3,638	35,796	NA	NA	NA	NA
Female	3,380	35,151	NA	NA	NA	NA
<b>Age</b>						
15-17 <sup>a</sup>	3,927	27,800	NA	11,843	NA	15,032
18-24	3,642	37,942	26,287	17,921	15,474	19,206
25-29	3,326	34,028	18,964	15,609	14,687	17,900
<b>Urban/rural residence</b>						
Urban	3,352	39,124	22,449	18,578	16,298	20,894
Rural	3,424	33,511	18,876	15,900	14,026	17,272
Informal urban areas	3,773	38,872	24,553	17,098	16,987	20,122
<b>Region</b>						
Urban governorates	2,919	39,517	24,177	19,665	16,485	20,813
Lower Egypt	3,537	42,006	22,591	20,488	17,615	21,438
Urban	3,900	42,933	22,660	20,438	19,501	23,704
Rural	3,439	41,717	22,570	20,503	17,067	20,730
Upper Egypt	3,540	24,398	15,461	9,405	10,561	13,063
Urban	4,010	31,945	23,404	11,225	12,417	15,616
Rural	3,428	22,344	13,668	8,836	10,146	12,286
Frontier governorates	3,380	28,014	15,946	16,111	10,101	14,638
<b>Education</b>						
Illiterate	2,775	21,173	13,098	9,415	10,698	11,499
Read and write <sup>b</sup>	1,973	NA	10,000	NA	NA	NA
Primary	2,687	27,751	15,157	15,321	13,186	11,174
Preparatory	2,941	29,756	15,113	13,395	13,889	17,433
General secondary	3,974	29,991	21,638	15,170	4,490	22,154
Vocational secondary	3,536	38,631	22,691	17,929	15,112	20,324
Post-sec. institute	4,334	46,557	23,847	20,539	22,483	26,439
University & above	5,473	52,417	29,195	25,956	17,635	28,556
<b>Employment status</b>						
<b>In labor force</b>						
Waged employment	3,514	36,657	20,763	15,242	15,096	19,844
Employer/Self-employed <sup>c</sup>	4,849	31,488	17,728	19,266	14,148	16,240
Unpaid family worker <sup>d</sup>	4,822	38,089	25,672	5,178	15,721	7,719
Unemployed search	3,553	39,374	10,324	23,608	9,904	17,506
<b>Out of labor force</b>						
Out of labor force and in school	5,036	72,484	NA	32,490	NA	53,224
Out of labor force and out of school	3,330	34,352	17,245	16,249	13,863	18,349
<b>Wealth quintile</b>						
Lowest	2,614	18,885	12,744	8,203	7,133	10,882
Second	3,134	27,513	16,307	12,832	11,375	15,069
Middle	3,398	36,741	21,086	18,208	14,612	17,321
Fourth	3,695	41,976	24,786	18,367	20,185	20,571
Highest	4,989	57,151	32,848	27,832	24,056	30,800
<b>Total</b>	<b>3,449</b>	<b>35,389</b>	<b>20,309</b>	<b>16,611</b>	<b>14,837</b>	<b>18,454</b>
<b>Unweighted N</b>	<b>3,143</b>	<b>1,087</b>	<b>546</b>	<b>892</b>	<b>346</b>	<b>817</b>
<sup>a</sup> Note this group is entirely female.						
<sup>b</sup> Note this is a small group.						
<sup>c</sup> Note this is a small group that is 89% male.						
<sup>d</sup> Note this group is 86% male.						

<b>Table A6.9 Mean ideal number of children among married and unmarried youth, by sex and background characteristics</b>				
<b>Characteristic</b>	<b>Unmarried males</b>	<b>Unmarried females</b>	<b>Married males</b>	<b>Married females</b>
<b>Age</b>				
15-17	2.7	2.6	NA	2.4
18-24	2.7	2.6	2.8	2.8
25-29	2.7	2.5	2.8	3.0
<b>Urban/rural residence</b>				
Urban	2.6	2.4	2.6	2.7
Rural	2.8	2.6	2.8	3.0
Informal urban areas	2.5	2.4	2.6	2.6
<b>Region</b>				
Urban governorates	2.5	2.3	2.6	2.5
Lower Egypt	2.6	2.4	2.7	2.7
Urban	2.5	2.4	2.5	2.6
Rural	2.6	2.5	2.7	2.7
Upper Egypt	2.9	2.8	3.0	3.3
Urban	2.8	2.7	2.8	3.0
Rural	2.9	2.8	3.0	3.3
Frontier governorates	3.2	2.9	3.3	3.2
<b>Education</b>				
Illiterate	2.8	2.9	2.9	3.2
Read and write <sup>a</sup>	2.9	2.0	3.0	3.0
Primary	2.8	2.6	2.7	2.9
Preparatory	2.7	2.5	3.1	2.9
General secondary	2.7	2.4	3.4	2.8
Vocational secondary	2.7	2.5	2.7	2.7
Post-sec. institute	2.7	2.4	2.9	2.6
University and above	2.6	2.5	2.6	2.6
<b>Wealth quintile</b>				
Lowest	2.9	2.8	3.1	3.2
Second	2.8	2.6	2.8	3.0
Middle	2.7	2.6	2.8	2.9
Fourth	2.6	2.4	2.5	2.7
Highest	2.5	2.3	2.6	2.5
<b>Total</b>	<b>2.7</b>	<b>2.6</b>	<b>2.8</b>	<b>2.9</b>
<b>Unweighted N</b>	<b>4,084</b>	<b>3,188</b>	<b>744</b>	<b>2,653</b>
<sup>a</sup> Note this is a small group.				

**Table A8.1 Average hours respondents spent yesterday on activities, by sex and marital status, ages 15-29. Egypt, 2009**

Characteristic	Males			Females		
	Never married	Ever married	Total	Never married	Ever married	Total
<b>Work and chores</b>	4.35	8.00	4.83	3.60	7.18	5.09
Inside chores	0.06	0.04	0.06	1.96	3.10	2.44
Outside chores	0.10	0.10	0.10	0.35	0.69	0.49
Caregiving	0.03	0.10	0.04	0.17	2.80	1.27
Paid work	2.94	6.65	3.44	0.67	0.34	0.53
Unpaid work	0.36	0.33	0.35	0.03	0.04	0.03
Skill building	0.05	0.02	0.04	0.02	0.00	0.01
Commuting	0.81	0.76	0.80	0.40	0.21	0.32
<b>Socialization</b>	4.19	3.49	4.10	2.67	2.71	2.68
Family	2.43	2.63	2.46	2.13	2.32	2.21
Relatives	0.44	0.37	0.43	0.25	0.32	0.28
Friends	1.15	0.39	1.05	0.14	0.02	0.09
Dating	0.06	0.00	0.05	0.04	0.00	0.02
Phone	0.11	0.10	0.11	0.11	0.05	0.08
<b>Activities</b>	2.96	2.60	2.93	3.37	3.19	3.30
Internet	0.15	0.03	0.14	0.07	0.01	0.04
Reading	0.05	0.03	0.05	0.04	0.02	0.04
Music	0.46	0.28	0.44	0.50	0.29	0.42
TV	1.76	1.68	1.75	2.19	2.29	2.23
Videogames	0.04	0.01	0.04	0.01	0.01	0.01
Exercise	0.08	0.03	0.07	0.01	0.01	0.01
Religious	0.41	0.54	0.43	0.55	0.56	0.55
Voluntary activities	0.01	0.00	0.01	0.00	0.00	0.00
<b>Total</b>	23.32	23.85	23.39	22.27	22.82	22.50
<b>Number of respondents</b>	4,147	761	4,908	3,291	2,777	6,068

**Table A8.2 Average hours respondents spent yesterday on activities, by sex and residence, ages 15-29, Egypt, 2009**

Characteristic	Males				Females			
	Urban	Rural	Informal urban	Total	Urban	Rural	Informal urban	Total
<b>Work and chores</b>	3.66	3.64	4.16	3.69	3.81	4.13	4.22	4.04
Inside chores	0.06	0.05	0.05	0.05	1.61	2.14	2	1.98
Outside chores	0.1	0.12	0.16	0.12	0.37	0.43	0.45	0.41
Caregiving	0.02	0.04	0.02	0.03	0.8	0.97	1.1	0.93
Paid work	2.69	2.35	3.06	2.51	0.59	0.29	0.38	0.38
Unpaid work	0.09	0.37	0.15	0.27	0.02	0.03	0.02	0.03
Skill building	0.03	0.04	0.01	0.04	0.02	0.01	0.02	0.01
Commuting	0.67	0.67	0.71	0.67	0.4	0.26	0.25	0.3
<b>Socialization</b>	3.73	4.12	4.32	4.02	2.86	2.52	2.8	2.65
Family	2.35	2.58	2.76	2.53	2.13	2.19	2.27	2.18
Relatives	0.26	0.47	0.38	0.4	0.34	0.22	0.36	0.27
Friends	0.89	0.98	1.03	0.96	0.17	0.06	0.07	0.1
Dating	0.09	0.03	0.06	0.05	0.05	0.01	0.01	0.02
Phone	0.14	0.06	0.09	0.08	0.17	0.04	0.09	0.08
<b>Activities</b>	3.26	2.7	2.86	2.86	3.5	3.03	3.45	3.19
Internet	0.24	0.04	0.13	0.1	0.1	0	0.03	0.03
Reading	0.06	0.03	0.04	0.04	0.06	0.01	0.03	0.03
Music	0.54	0.3	0.33	0.37	0.52	0.31	0.47	0.38
TV	1.95	1.76	1.84	1.82	2.27	2.21	2.32	2.24
Videogames	0.1	0.05	0.09	0.06	0.02	0.01	0.01	0.01
Exercise	0.06	0.09	0.06	0.08	0.02	0.01	0.02	0.01
Religious	0.31	0.42	0.36	0.38	0.51	0.48	0.56	0.49
Voluntary activities	0	0.01	0.01	0.01	0	0	0.01	0
<b>Total</b>	24.09	23.03	23.68	23.37	23.35	22.24	23.29	22.64
<b>Number of respondents</b>	2,562	3,780	607	6949	2,775	4,662	743	8080

<b>Table A8.3 Average hours spent yesterday on activities by gender and wealth quintile, ages 15-29*</b>										
	Males					Females				
	Lowest	Second	Third	Fourth	Highest	Lowest	Second	Third	Fourth	Highest
<b>Work &amp; Chores</b>	3.50	4.10	3.77	3.80	3.12	4.27	4.33	3.97	3.86	3.71
Inside chores	0.06	0.04	0.05	0.06	0.06	2.31	2.25	1.99	1.80	1.39
Outside chores	0.15	0.11	0.12	0.12	0.10	0.39	0.46	0.43	0.43	0.34
Care giving	0.06	0.02	0.03	0.02	0.03	0.97	0.97	0.90	0.90	0.90
Paid work	2.27	2.91	2.49	2.67	2.10	0.29	0.34	0.36	0.37	0.60
Unpaid work	0.28	0.30	0.42	0.19	0.10	0.04	0.04	0.03	0.02	0.01
Skill building	0.05	0.02	0.03	0.03	0.05	0.00	0.00	0.01	0.02	0.02
Communting	0.63	0.70	0.64	0.71	0.69	0.27	0.26	0.25	0.31	0.43
<b>Socialization</b>	4.11	4.15	4.10	3.87	3.74	2.46	2.49	2.54	2.74	3.02
Family	2.79	2.52	2.60	2.40	2.27	2.19	2.13	2.19	2.21	2.17
Relatives	0.37	0.55	0.41	0.37	0.28	0.21	0.27	0.23	0.28	0.36
Friends	0.91	1.00	0.99	0.93	0.94	0.05	0.06	0.07	0.11	0.21
Dating	0.02	0.02	0.03	0.06	0.07	0.00	0.01	0.01	0.03	0.04
Phone	0.03	0.05	0.07	0.11	0.19	0.01	0.02	0.05	0.11	0.24
<b>Activities</b>	2.45	2.66	2.93	3.04	3.38	2.60	3.13	3.38	3.43	3.56
Internet	0.01	0.01	0.04	0.09	0.44	0.00	0.00	0.00	0.02	0.18
Reading	0.01	0.02	0.06	0.05	0.08	0.00	0.01	0.02	0.03	0.10
Music	0.23	0.32	0.36	0.50	0.48	0.21	0.30	0.39	0.46	0.60
TV	1.76	1.79	1.91	1.82	1.79	1.95	2.34	2.44	2.35	2.08
Videogames	0.02	0.03	0.06	0.09	0.14	0.01	0.00	0.01	0.02	0.03
Exercise	0.07	0.05	0.09	0.10	0.08	0.00	0.01	0.01	0.01	0.04
Religious	0.35	0.42	0.41	0.38	0.35	0.43	0.47	0.50	0.54	0.53
Voluntary activities	0.00	0.01	0.01	0.00	0.00	0.00	0.00	0.01	0.00	0.01
Total	22.45	23.33	23.37	23.56	24.35	21.46	22.12	22.74	23.13	24.06
<b>Number of youth</b>	1,245	1,344	1,510	1,492	1,358	1,574	1,643	1,674	1,678	1,511
*Totals by gender are the same as in Table										

<b>Table A8.4 Current students' average time spent at school yesterday, by school level and background characteristics, Egypt, 2009</b>						
<b>Characteristic</b>	<b>Primary</b>	<b>Preparatory</b>	<b>Vocational secondary</b>	<b>General secondary</b>	<b>Post-sec. institute</b>	<b>University &amp; above</b>
<b>Urban/rural residence</b>						
Urban	4.41	4.10	3.47	3.49	2.15	2.98
Rural	4.30	4.04	3.43	3.24	2.15	2.82
Informal urban	3.78	3.99	2.55	3.26	2.58	2.77
<b>Region</b>						
Urban governorates	4.35	4.20	3.49	3.85	3.08	2.99
Lower Egypt	4.33	3.75	3.43	3.24	2.04	2.97
Urban	4.21	3.39	3.29	2.89	1.50	2.80
Rural	4.35	3.86	2.46	3.42	2.21	3.08
Upper Egypt	4.19	4.25	3.22	3.06	1.71	2.58
Urban	4.08	4.46	2.46	3.16	NA	3.06
Rural	4.21	4.20	3.36	3.02	2.05	2.29
Frontier governorates	5.14	5.01	5.21	4.79	2.56	3.01
<b>Wealth quintile</b>						
Lowest	4.29	4.19	3.53	2.70	2.10	3.29
Second	4.53	4.11	3.34	3.52	3.44	2.70
Middle	4.26	3.96	3.14	3.15	1.69	2.98
Fourth	4.13	3.94	3.51	3.35	1.87	2.54
Highest	4.24	4.00	3.63	3.58	2.38	3.06
<b>Total</b>	4.29	4.04	3.38	3.34	2.19	2.89
<b>Number of respondents</b>	2,162	2,225	832	624	85	1,010

**Note:** We suspect that the Arabic wording of this question might have been confusing to respondents. It might have been understood as commuting time to school only, time spent physically in school, or both combined.

**Table A8.5 Current students' average time spent on homework yesterday, by school level and background characteristics, Egypt, 2009**

Characteristic	Primary	Preparatory	Vocational secondary	General secondary	Post-sec. institute	University & above
<b>Urban/rural residence</b>						
Urban	1.78	1.82	1.10	2.57	0.82	1.51
Rural	1.41	1.52	0.90	2.76	1.09	1.55
Informal urban areas	1.68	1.84	1.30	3.02	1.95	1.42
<b>Region</b>						
Urban governorates	1.80	1.89	1.29	2.37	0.88	1.48
Lower Egypt	1.63	1.74	0.95	2.96	1.44	1.54
Urban	1.89	1.85	1.09	3.02	1.67	1.64
Rural	1.56	1.70	0.92	2.93	1.37	1.48
Upper Egypt	1.27	1.39	0.87	2.64	0.82	1.51
Urban	1.48	1.65	0.83	2.81	0.98	1.23
Rural	1.21	1.33	0.87	2.57	0.78	1.68
Frontier governorates	1.85	1.77	1.44	3.08	0.87	2.27
<b>Wealth quintile</b>						
Lowest	1.23	1.30	0.87	2.85	0.82	1.60
Second	1.39	1.53	0.85	2.40	1.92	1.54
Middle	1.50	1.68	0.88	2.51	0.85	1.43
Fourth	1.71	1.76	1.28	2.84	0.90	1.43
Highest	1.99	1.92	1.22	2.82	1.18	1.59
<b>Total</b>	1.53	1.63	0.97	2.72	1.09	1.52
<b>Number of respondents</b>	2,162	2,225	832	624	85	1,010

**Table A8.6 Current students' average hours spent yesterday on tutoring by school level and background characteristics, Egypt, 2009**

Characteristic	Primary	Preparatory	Vocational secondary	General secondary	Post-sec. institute	University and above
<b>Urban/rural residence</b>						
Urban	0.69	0.83	0.26	1.24	0.09	0.08
Rural	0.54	0.60	0.20	1.14	0.00	0.02
Informal urban areas	0.72	0.88	0.41	1.65	0.10	0.14
<b>Region</b>						
Urban governorates	0.72	0.78	0.32	1.33	0.15	0.08
Lower Egypt	0.84	0.98	0.36	1.48	0.00	0.07
Urban	0.91	1.17	0.47	1.62	0.00	0.14
Rural	0.83	0.92	0.34	1.41	0.00	0.02
Upper Egypt	0.26	0.34	0.07	0.85	0.00	0.03
Urban	0.44	0.57	0.08	0.95	0.00	0.05
Rural	0.21	0.28	0.07	0.81	0.00	0.02
Frontier governorates	0.36	0.39	0.05	0.79	0.00	0.00
<b>Wealth quintile</b>						
Lowest	0.30	0.37	0.16	0.74	0.00	0.00
Second	0.50	0.61	0.23	1.34	0.00	0.00
Middle	0.67	0.73	0.20	1.08	0.12	0.04
Fourth	0.84	0.86	0.29	1.42	0.04	0.04
Highest	0.77	0.91	0.35	1.30	0.00	0.09
<b>Total</b>	0.60	0.68	0.23	1.23	0.04	0.06
<b>Number of respondents</b>	2,162	2,225	832	624	85	1,010



## APPENDIX B: SAMPLING ERRORS OF KEY INDICATORS OF SYPE

### B.1 Survey estimates

The most common survey estimates to be calculated from the SYPE data are in the form of totals and ratios. The survey estimate of a total can be expressed as follows:

$$\hat{Y} = \sum_{h=1}^L \sum_{i=1}^{n_h} \sum_{k=1}^{m_{hi}} W'_{hik} y_{hik} ,$$

where:

$L$  = number of strata,  $n_h$  = number of sample PSU in the h-th stratum,  $m_{hi}$  = number of households (or HH members randomly selected from the households) in the i-th PSU in stratum h.

$y_{hik}$  = value of variable y for the k-th sample household (or a household member randomly selected from the k-th household) in the i-th sample PSU in stratum h;

$W'_{hik}$  is the non-response adjusted weight for the k-th household (or a randomly selected member from it), in the i-th sample PSU in the h-th stratum.

The survey estimate of a ratio is defined as follows:

$$\hat{R} = \frac{\hat{Y}}{\hat{X}} ,$$

where  $\hat{Y}$  and  $\hat{X}$  are estimates of totals for variables y and x, respectively, calculated as specified above.

When cluster sampling designs are involved, as in the present design, means and proportions are special types of ratios. In the case of the mean, the variable X, in the denominator of the ratio, is defined to equal 1 for each element so that the denominator is the sum of the weights. For a proportion, the variable X in the denominator is also defined to equal 1 for all elements; the variable Y in the numerator is binomial and is defined to equal either 0 or 1, depending on the absence or presence, respectively, of a specified attribute in the element observed.

### B.2 Variance Estimation Procedures

In reporting the results for SYPE it is important to include a statement on the accuracy of the survey data. In addition to presenting tables with calculated sampling errors for the most important survey estimates, the different sources of non-sampling errors should be described.

The standard error, or square root of the variance, is used to measure the sampling error, although it may also include a small part of the non-sampling error. The variance estimator should take into account the different aspects of the sample design, such as the stratification and clustering.

In order to avoid the time and effort it would require to develop custom variance programs, it would be ideal to use an available software package to tabulate the variances. Among the programs available for calculating the variances for survey data from stratified multi-stage sample designs, such as that of the SYPE, are CENVAR, which is a menu-driven and user-friendly module of IMPS Package, and Complex Samples Module of SPSS. The latter program was used for calculating the precision for the estimates of SYPE.

The ultimate cluster variance estimator for a total used by both CENVAR and Complex Samples Module of SPSS can be expressed as follows:

#### Variance Estimator of a Total

$$V(\hat{Y}) = \sum_{h=1}^L \left[ \frac{n_h}{n_h - 1} \sum_{i=1}^{n_h} \left( \hat{Y}_{hi} - \frac{\hat{Y}_h}{n_h} \right)^2 \right],$$

where:

$$\hat{Y}_{hi} = \sum_{k=1}^{m_{hj}} W'_{hik} y_{hik} ,$$

$$\hat{Y}_h = \sum_{i=1}^{n_h} \hat{Y}_{hi} ,$$

$W'_{hik}$  is the non-response adjusted weight for the k-th household (or a randomly selected person from it), in the i-th sample PSU selected from the h-th stratum.

The variance estimator of a ratio can be expressed as follows:

#### Variance Estimator of a Ratio

$$V(\hat{R}) = \frac{1}{\hat{X}^2} \left[ \hat{Y} + \hat{R}^2 V(\hat{X}) - 2 \hat{R} COV(\hat{X}, \hat{Y}) \right]$$

where:

$$COV(\hat{X}, \hat{Y}) = \sum_{h=1}^L \left[ \frac{n_h}{n_h - 1} \sum_{i=1}^{n_h} \left( \hat{X}_{hi} - \frac{\hat{X}_h}{n_h} \right) \left( \hat{Y}_{hi} - \frac{\hat{Y}_h}{n_h} \right) \right]$$

$V(\hat{Y})$  and  $V(\hat{X})$  are calculated according to the formula for the variance of a total.

It is worth mentioning that the stratifying variable used for variance estimation is defined as the intersection of variables of Location type (urban, rural, slum) and Geographic region (Urban governorates, Urban Lower Egypt, Rural Lower Egypt, Urban Upper Egypt, Rural Upper Egypt and Frontier governorates). This is the same stratification scheme that was followed in designing the SYPE Sample where an independent sample was selected from each of the ten substrata defined by the intersection of the mentioned two variables. The purpose of such stratification has been to create the most possible homogeneous strata with regard to the survey variables, hence more precise survey estimates would be attained.

### **B.3 SYPE estimates for sampling error estimation**

Sampling errors along with other precision estimates have been calculated for several key survey estimates. The chosen estimates are labor-force participation rate; unemployment rate; employment to population ratio ; average number of hours worked during reference week; average total monthly earnings for wage and salaried workers in the reference 3 months; proportion of wage workers; proportion working in agriculture; proportion working in industry; proportion working in services; proportion working in private sector; proportion of employers and self-employed workers; proportion of youth who dropped out of school; proportion aspiring to migrate; proportion who migrated and returned; average hours of school including homework and tutoring; average hours of inside/outside chores including care-giving; average hours of television; proportion of youth using internet; proportion of youth participating in voluntary work; proportion of youth participating in a group for social work; proportion of youth who voted in any election; proportion participating in sports club/youth center; proportion playing any kind of sport; proportion agreeing that educating boys is more important than educating girls; proportion agreeing that a woman has the right to ask for a divorce; proportion agreeing that a man is justified to beat his wife when she argues with him; disability incidence; prevalence of chronic health conditions (diabetes, heart problems, respiratory and kidney related diseases; proportion of smokers; proportion of youth who tried drugs; proportion of girls who have undergone FGM; proportion of married youth; proportion of married youth who live with their parents (extended families); ideal number of children for married people; ideal number of children for unmarried people; average age at marriage for males; average age at marriage for females; and proportion married before 18 for females.

In addition, precise estimates have been produced for the cross classifications of the above estimates with sex, location type (urban, rural, slum), region, age group, educational status and wealth index quintiles. The classifying variables were further broken down by sex so as to produce more detailed precision estimates for SYPE indicators. Nonetheless, these

detailed estimates should be dealt with cautiously, especially when the sample size of some categories of the classifying variables is too small to produce reliable results. With the aim of avoiding this problem to some extent, whenever the sample size was found to be too small for some categories of the educational status (eight categories), a new educational status variable composed of only five categories was also used.

The calculated precision estimates are 1- Sampling (Standard) Error, 2- Coefficient of Variation (CV), 3- 95% Confidence Interval; and 4- Design Effect (*deff*). Following is the definition of each:

- 1- Sampling Error: is the measure of sampling variability which is the square root of the variance.
- 2- Coefficient of Variation: is the relative standard error. It is measured as a ratio of the sampling error of a given estimate to the value of this estimate. As a rule of thumb, if CV exceeds 20% the reliability of the estimate is limited.
- 3- Confidence Interval: Using the sampling error, the Central Limit Theorem allows the construction of Confidence Interval of the parameter in question. Two-thirds of all possible samples with the same size and design would produce estimates within one sampling error, and 95% of all samples would produce estimates within 1.96 sampling errors.
- 4- Design Effect: is a measure of how much the present sampling design is worse than a Simple Random Sample (SRS) of the same size. It is the ratio of the variance of the present design to the variance of SRS of the same size.

### **Important Notes**

- In a few cases the lower limit of the confidence interval is negative; this must be considered as being a zero.
- Whenever the upper limit of the confidence interval of a proportion exceeds one, this must be regarded as being 1.

Expectedly, the design effect (*deff*) should be greater than one, yet in some cases it was found to be less than one. Most probably this problem arises due to the presence of outliers and/or smaller sample size.

**Table (0): Standard errors for main indicators of SYPE, All Egypt, 2009**

Indicator	Estimate	SE	95% Confidence interval		CV	Design effect	count
			Lower limit	Upper limit			
LF Participation rate (the whole sample-broad definition)	0.211	0.004	0.204	0.219	0.018	1.787	20133
If participation for the whole sample (market definition).	0.198	0.004	0.191	0.205	0.019	1.774	20133
Unemployment rate for the whole sample (broad definition)	0.221	0.008	0.206	0.236	0.035	1.471	4212
Unemployment rate (market definition)	0.168	0.007	0.154	0.181	0.041	1.357	3952
Employment to population ratio	0.165	0.003	0.158	0.172	0.021	1.740	20133
Average number of working hours during reference week	47.740	0.413	46.930	48.550	0.010	1.890	3289
Average total monthly earnings for wage and salaried workers in Reference 3 months	625.210	40.650	545.330	705.090	0.065	1.516	2795
Proportion of wage workers	0.869	0.010	0.850	0.888	0.011	2.581	3287
Proportion working in agriculture	0.223	0.013	0.197	0.249	0.059	3.314	3286
Proportion working in industry	0.348	0.012	0.324	0.372	0.035	2.169	3286
Proportion working in services	0.429	0.012	0.406	0.453	0.028	1.901	3286
Proportion working in private sector	0.865	0.008	0.850	0.880	0.009	1.634	3286
Proportion employers and self employed workers	0.035	0.004	0.028	0.042	0.100	1.191	3287
Proportion of youth dropped out of school	0.067	0.004	0.060	0.073	0.052	2.147	10976
Proportion aspiring to migrate	0.183	0.006	0.171	0.196	0.035	2.927	10841
Proportion who have migrated and returned	0.018	0.002	0.014	0.022	0.112	1.954	8489
Average hours of school including homework and tutoring	5.980	0.093	5.790	6.160	0.016	4.471	6938
Average hours of inside/outside chores including the care giving	1.720	0.026	1.670	1.770	0.015	1.351	15029
Average hours of television	2.040	0.020	2.000	2.080	0.010	3.147	15029
Proportion of youth using internet	0.040	0.003	0.034	0.047	0.080	4.015	15029
Proportion of youth participating in voluntary work	0.023	0.002	0.019	0.026	0.082	2.318	15029

Proportion of youth participating in a group for social work	0.050	0.003	0.044	0.056	0.061	2.942	15029
Proportion of youth who voted in any election	0.155	0.005	0.144	0.165	0.034	1.824	8487
Proportion participating in sports club/youth center	0.720	0.007	0.707	0.733	0.009	3.291	15029
Proportion agreeing that educating boys is more important than educating girls	0.244	0.008	0.229	0.259	0.032	3.622	10976
Proportion agreeing that a woman has the right to ask for divorce	0.637	0.008	0.621	0.652	0.012	2.905	10976
Proportion agreeing a man is justified in beating his wife when she argues with him	0.255	0.007	0.241	0.269	0.028	2.838	10976
Disability incidence	0.013	0.001	0.011	0.015	0.084	1.381	15029
Prevalence of chronic health conditions	0.048	0.003	0.043	0.053	0.056	2.368	15029
Prevalence of chronic health conditions	0.048	0.003	0.043	0.053	0.056	2.368	15029
Proportion of smokers	0.129	0.004	0.121	0.137	0.031	2.120	15029
Proportion of youth having tried drugs	0.015	0.002	0.012	0.018	0.106	1.828	10976
Proportion of girls having undergone FGM	0.817	0.008	0.802	0.832	0.010	3.006	7429
Proportion of married youth	0.276	0.006	0.264	0.288	0.023	2.785	14376
Proportion of married youth live with their parents	0.350	0.013	0.325	0.376	0.037	2.620	3536
Ideal number of children for married people	2.640	0.015	2.610	2.670	0.006	1.878	7258
Ideal number of children for unmarried people	2.820	0.023	2.770	2.870	0.008	1.722	3468
Average age at marriage for males	22.560	0.113	22.340	22.780	0.010	1.349	756
Average age at marriage for females	19.000	0.064	18.880	19.130	0.003	1.458	2777

Table (1): Indicator: Labor-force participation rate (market LF definition), by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.317	0.010	0.297	0.337	0.032	1.572	3486	0.108	0.007	0.095	0.121	0.062	1.424	3352
Rural	0.289	0.009	0.272	0.307	0.031	2.383	5925	0.075	0.005	0.065	0.085	0.066	2.078	5612
Slum	0.350	0.022	0.307	0.393	0.062	1.947	860	0.099	0.010	0.079	0.118	0.103	1.126	898
Region														
Urban governorates	0.357	0.013	0.332	0.381	0.035	1.473	2136	0.121	0.008	0.104	0.137	0.070	1.354	2024
Urban Lower Egypt	0.323	0.020	0.283	0.363	0.063	2.045	975	0.112	0.011	0.090	0.134	0.101	1.434	998
Rural Lower Egypt	0.349	0.011	0.328	0.370	0.030	1.591	2882	0.104	0.008	0.088	0.120	0.078	2.161	2748
Urban Upper Egypt	0.246	0.020	0.207	0.284	0.081	1.722	782	0.062	0.010	0.044	0.081	0.154	1.242	754
Rural Upper Egypt	0.219	0.014	0.191	0.247	0.065	3.346	2680	0.043	0.006	0.032	0.054	0.134	2.150	2531
Frontier governorates	0.309	0.017	0.275	0.342	0.055	0.241	816	0.050	0.010	0.030	0.070	0.205	0.387	807
Age group														
10-14	0.039	0.004	0.030	0.048	0.113	1.530	2954	0.012	0.002	0.007	0.017	0.206	1.448	2870
15-17	0.161	0.011	0.139	0.183	0.070	1.554	1659	0.030	0.005	0.021	0.040	0.158	1.235	1584
18-24	0.400	0.011	0.380	0.421	0.026	1.778	3836	0.123	0.007	0.109	0.136	0.056	1.516	3391
25-29	0.651	0.013	0.625	0.677	0.021	1.449	1822	0.180	0.010	0.160	0.199	0.055	1.324	2017
Educational level														
Illiterate	0.464	0.031	0.403	0.524	0.066	1.241	355	0.067	0.010	0.047	0.086	0.148	1.594	1059
Read and write	0.017	0.004	0.010	0.024	0.213	1.252	1626	0.003	0.002	0.001	0.006	0.441	0.992	1503
Elementary school	0.214	0.010	0.193	0.234	0.048	1.522	2404	0.037	0.004	0.029	0.046	0.115	1.112	2177
Middle school	0.286	0.012	0.262	0.310	0.042	1.326	1842	0.038	0.005	0.028	0.049	0.141	1.247	1583
General high school	0.093	0.010	0.073	0.113	0.110	1.122	890	0.018	0.005	0.009	0.027	0.259	0.977	784
Vocational high school	0.556	0.014	0.529	0.583	0.025	1.713	2263	0.158	0.010	0.137	0.178	0.066	1.564	1905
Post-secondary institute	0.572	0.038	0.497	0.646	0.066	1.120	183	0.312	0.037	0.240	0.383	0.117	0.949	147
University and above	0.620	0.021	0.580	0.661	0.033	1.292	708	0.394	0.020	0.355	0.434	0.052	1.248	704
Wealth quintile														
Lowest	0.265	0.013	0.238	0.291	0.050	1.930	2121	0.066	0.007	0.052	0.081	0.110	1.722	1973
Second	0.323	0.012	0.299	0.348	0.038	1.434	2062	0.076	0.007	0.063	0.089	0.088	1.310	2005
Middle	0.320	0.011	0.298	0.343	0.036	1.384	2295	0.081	0.007	0.067	0.094	0.088	1.395	2057
Fourth	0.345	0.012	0.321	0.369	0.035	1.286	2033	0.095	0.007	0.080	0.109	0.077	1.220	2020
Highest	0.257	0.012	0.233	0.281	0.047	1.345	1760	0.126	0.008	0.109	0.142	0.067	1.157	1807

Table (2): Indicator: Unemployment rate (market LF definition), by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.160	0.013	0.135	0.185	0.080	1.238	1096	0.253	0.023	0.208	0.297	0.090	0.900	347
Rural	0.106	0.009	0.089	0.123	0.082	1.380	1718	0.341	0.027	0.289	0.394	0.079	1.387	403
Slum	0.131	0.021	0.090	0.173	0.162	1.288	300	0.435	0.062	0.315	0.556	0.141	1.467	88
Region														
Urban governorates	0.154	0.015	0.124	0.184	0.098	1.337	761	0.256	0.026	0.205	0.307	0.102	0.875	244
Urban Lower Egypt	0.162	0.020	0.122	0.202	0.126	1.078	315	0.348	0.052	0.246	0.450	0.149	1.474	112
Rural Lower Egypt	0.111	0.012	0.088	0.134	0.106	1.560	1006	0.381	0.033	0.317	0.445	0.085	1.425	286
Urban Upper Egypt	0.135	0.027	0.083	0.188	0.197	1.204	192	0.340	0.072	0.199	0.482	0.212	1.131	47
Rural Upper Egypt	0.100	0.012	0.076	0.125	0.123	1.032	588	0.229	0.044	0.142	0.316	0.193	1.255	109
Frontier governorates	0.091	0.024	0.044	0.139	0.265	0.386	252	0.325	0.086	0.156	0.494	0.264	0.291	40
Age group														
10-14	0.176	0.039	0.098	0.253	0.224	1.214	111	0.442	0.095	0.256	0.629	0.215	1.219	32
15-17	0.148	0.022	0.104	0.192	0.151	1.045	259	0.165	0.054	0.058	0.272	0.329	1.014	46
18-24	0.155	0.010	0.135	0.175	0.065	1.190	1550	0.349	0.025	0.299	0.399	0.073	1.176	406
25-29	0.079	0.009	0.061	0.097	0.115	1.341	1194	0.290	0.026	0.240	0.340	0.088	1.150	354
Educational level														
Illiterate	0.036	0.016	0.005	0.067	0.443	1.089	169	0.112	0.040	0.032	0.191	0.362	1.107	65
Read and write	0.285	0.091	0.106	0.464	0.319	1.096	27	0.795	0.183	0.436	1.154	0.230	1.030	5
Elementary school	0.079	0.013	0.053	0.104	0.164	1.165	505	0.258	0.051	0.159	0.357	0.196	1.065	76
Middle school	0.095	0.014	0.068	0.121	0.145	1.145	521	0.200	0.052	0.097	0.303	0.263	1.028	56
General high school	0.156	0.044	0.070	0.241	0.280	1.202	83	0.396	0.130	0.140	0.653	0.329	1.011	16
Vocational high school	0.136	0.010	0.115	0.156	0.076	1.118	1263	0.358	0.032	0.296	0.420	0.088	1.305	294
Post-secondary institute	0.203	0.043	0.119	0.286	0.210	1.213	106	0.385	0.075	0.237	0.533	0.195	1.127	46
University and above	0.190	0.020	0.151	0.228	0.103	1.100	440	0.342	0.030	0.283	0.402	0.089	1.152	280
Wealth quintile														
Lowest	0.096	0.015	0.067	0.125	0.154	1.404	568	0.206	0.043	0.122	0.291	0.207	1.465	124
Second	0.102	0.012	0.078	0.125	0.119	1.065	674	0.364	0.040	0.286	0.441	0.109	1.038	147
Middle	0.128	0.012	0.104	0.153	0.097	1.023	723	0.342	0.042	0.259	0.425	0.123	1.303	160
Fourth	0.149	0.015	0.120	0.179	0.099	1.182	695	0.387	0.039	0.311	0.464	0.101	1.190	181
Highest	0.163	0.017	0.131	0.196	0.102	0.901	454	0.275	0.029	0.218	0.333	0.106	0.956	226



**Table (3): Indicator: Employment-to-population ratio (market LF definition), by sex**

Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.266	0.010	0.247	0.285	0.036	1.544	3486	0.081	0.006	0.069	0.092	0.071	1.347	3352
Rural	0.259	0.009	0.242	0.276	0.033	2.368	5925	0.050	0.004	0.042	0.057	0.081	1.959	5612
Slum	0.304	0.019	0.267	0.341	0.062	1.573	860	0.056	0.008	0.041	0.070	0.135	1.040	898
Region														
Urban governorates	0.302	0.012	0.279	0.325	0.039	1.437	2136	0.090	0.007	0.076	0.104	0.079	1.255	2024
Urban Lower Egypt	0.271	0.017	0.237	0.305	0.064	1.665	975	0.073		0.009	0.055	0.092	0.129	998
Rural Lower Egypt	0.310	0.011	0.289	0.331	0.035	1.747	2882	0.065		0.006	0.052	0.077	0.097	2748
Urban Upper Egypt	0.212	0.019	0.174	0.250	0.091	1.825	782	0.041		0.007	0.027	0.056	0.180	754
Rural Upper Egypt	0.197	0.013	0.171	0.224	0.068	3.193	2680	0.033		0.005	0.024	0.043	0.149	2531
Frontier governorates	0.281	0.018	0.246	0.316	0.063	0.279	816	0.034	0.007	0.020	0.047	0.206	0.260	807
Age group														
10-14	0.032	0.004	0.024	0.040	0.124	1.490	2954	0.007		0.002	0.003	0.010	0.295	2870
15-17	0.137	0.010	0.117	0.157	0.074	1.440	1659	0.025		0.004	0.017	0.034	0.172	1584
18-24	0.338	0.010	0.319	0.357	0.029	1.634	3836	0.080		0.005	0.069	0.091	0.068	3391
25-29	0.599	0.014	0.572	0.627	0.024	1.517	1822	0.128		0.009	0.111	0.144	0.067	2017
Educational level														
Illiterate	0.447	0.031	0.386	0.508	0.069	1.268	355	0.059		0.010	0.040	0.078	0.161	1666
Read and write	0.012	0.003	0.006	0.018	0.264	1.369	1626	0.001	0.001	0.001	0.002	0.998		1503
Elementary school	0.197	0.010	0.178	0.216	0.050	1.452	2404	0.028		0.004	0.020	0.035	0.137	2177
Middle school	0.259	0.012	0.236	0.282	0.046	1.345	1842	0.031		0.005	0.021	0.040	0.157	1583
General high school	0.078	0.009	0.060	0.097	0.120	1.101	890	0.011		0.004	0.004	0.018	0.341	784
Vocational high school	0.480	0.013	0.455	0.506	0.027	1.482	2263	0.101		0.009	0.084	0.118	0.084	1905
Post-secondary institute	0.456	0.038	0.382	0.530	0.083	1.091	183	0.191		0.032	0.129	0.254	0.167	147
University and above	0.503	0.021	0.461	0.545	0.043	1.325	708	0.259	0.017	0.225	0.294	0.067		704
Wealth quintile														
Lowest	0.239	0.013	0.214	0.264	0.053	1.905	2121	0.053	0.007	0.040	0.065	0.125	1.724	1973
Second	0.291	0.012	0.267	0.314	0.041	1.463	2062	0.049	0.005	0.038	0.059	0.111	1.272	2005
Middle	0.279	0.010	0.259	0.300	0.037	1.253	2295	0.053	0.006	0.041	0.065	0.117	1.575	2057
Fourth	0.294	0.012	0.270	0.317	0.040	1.338	2033	0.058	0.006	0.047	0.069	0.098	1.156	2020
Highest	0.215	0.011	0.194	0.236	0.050	1.178	1760	0.091	0.007	0.077	0.105	0.078	1.098	1807

Table (4): Indicator: Average number of working hours during reference week														
	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	count	Estimate	SE	95% C.I		CV	Design effect	count
			Lower	Upper						Lower	Upper			
<b>Location</b>	50.840	0.609	49.650	52.040	0.012	1.425	921	48.630	1.302	46.070	51.190	0.027	1.233	257
urban	46.620	0.627	45.390	47.860	0.013	2.056	1538	41.070	1.421	38.270	43.860	0.035	1.310	264
rural	50.570	1.230	48.150	52.990	0.024	1.722	259	44.090	3.081	38.030	50.140	0.070	1.211	50
slum														
<b>Region</b>														
Urban Governorates	51.510	0.619	50.290	52.730	0.012	1.062	642	50.110	1.590	46.990	53.240	0.032	1.369	182
Urban Lower Egypt	51.340	1.088	49.200	53.480	0.021	1.595	264	43.850	2.070	39.780	47.910	0.047	1.043	73
Rural Lower Egypt	49.480	0.709	48.090	50.870	0.014	1.835	893	42.840	1.764	39.380	46.310	0.041	1.387	177
Urban Upper Egypt	47.670	2.060	43.630	51.720	0.043	3.206	164	45.890	3.298	39.410	52.370	0.072	0.864	31
Rural Upper Egypt	42.360	1.087	40.230	44.500	0.026	2.115	526	37.130	2.242	32.730	41.540	0.060	1.073	82
Frontier Governorates	48.660	1.143	46.410	50.900	0.024	0.374	229	40.490	2.890	34.810	46.160	0.071	0.174	26
<b>Age groups</b>														
10-14	35.580	2.864	29.950	41.210	0.081	1.601	90	33.820	4.079	25.800	41.830	0.121	0.985	18
15-17	43.710	1.624	40.520	46.900	0.037	1.353	220	46.530	3.862	38.940	54.120	0.083	0.996	38
18-24	48.720	0.575	47.590	49.850	0.012	1.684	1310	47.770	1.305	45.200	50.330	0.027	1.114	263
25-29	49.680	0.541	48.620	50.740	0.011	1.325	1098	41.540	1.171	39.240	43.840	0.028	1.048	252
<b>Education level</b>														
Illiterate	50.400	1.712	47.030	53.770	0.034	1.463	163	39.500	3.207	33.200	45.800	0.081	1.163	58
Read & Write	18.280	3.699	11.010	25.550	0.202	1.577	18	44.000	0.000	44.000	44.000	0.000	.	1
Elementary school	46.690	0.929	44.860	48.520	0.020	1.420	466	42.680	3.131	36.530	48.840	0.073	1.092	56
Middle school	46.730	0.999	44.770	48.700	0.021	1.518	471	49.640	3.809	42.150	57.120	0.077	1.286	45
General high school	47.340	3.074	41.300	53.380	0.065	1.335	71	55.260	9.657	36.280	74.240	0.175	0.986	9
Vocational high school	49.560	0.603	48.370	50.740	0.012	1.561	1088	48.050	1.498	45.100	50.990	0.031	1.051	186
Post-secondary institute	53.120	1.769	49.640	56.600	0.033	1.177	84	43.090	2.501	38.170	48.000	0.058	0.778	28
University & above	48.450	0.892	46.690	50.200	0.018	1.473	357	41.580	1.372	38.880	44.270	0.033	1.461	188
<b>Wealth quintiles</b>														
lowest	46.050	0.970	44.150	47.960	0.021	1.850	515	41.150	2.411	36.410	45.890	0.059	1.257	99
second	47.260	0.877	45.530	48.980	0.019	1.770	606	44.080	2.342	39.480	48.680	0.053	1.115	91
middle	47.790	0.808	46.200	49.370	0.017	1.464	627	48.890	2.145	44.670	53.100	0.044	1.067	105
fourth	50.200	0.775	48.670	51.720	0.015	1.187	591	45.300	1.667	42.020	48.570	0.037	0.911	112
highest	51.860	0.902	50.080	53.630	0.017	1.152	379	43.780	1.601	40.630	46.930	0.037	1.407	164

**Table (5): Indicator: Average Total Monthly Earnings for wage and salaried workers in reference three months (in LE/month), by sex**

Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	744.410	76.440	594.170	894.650	0.103	1.085	863	533.860	72.560	391.250	676.480	0.136	0.755	244
Rural	615.090	68.510	480.430	749.740	0.111	2.009	1200	343.780	69.440	207.320	480.250	0.202	1.422	197
Slum	513.620	21.670	471.040	556.200	0.042	1.274	245	1025.400	565.230	-85.480	2136.280	0.551	0.816	46
Region														
Urban governorates	831.530	103.780	627.560	1035.500	0.125	1.102	611	575.580	95.250	388.370	762.790	0.166	0.755	171
Urban Lower Egypt	520.900	24.330	473.070	568.720	0.047	1.682	251	861.290	355.090	163.410	1559.170	0.412	0.804	72
Rural Lower Egypt	592.260	82.400	430.320	754.210	0.139	1.994	699	383.820	95.330	196.450	571.180	0.248	1.437	139
Urban Upper Egypt	478.270	23.610	431.870	524.670	0.049	0.978	148	283.040	47.850	189.010	377.080	0.169	1.456	28
Rural Upper Egypt	652.210	121.340	413.730	890.690	0.186	2.015	416	236.640	23.740	189.970	283.300	0.100	1.078	54
Frontier governorates	560.540	53.060	456.250	664.830	0.095	0.366	183	406.920	74.780	259.950	553.890	0.184	0.163	23
Age group														
10-14														
15-17	408.360	20.830	367.420	449.300	0.051	0.986	171	429.480	206.710	23.220	835.740	0.481	0.791	25
18-24	589.550	41.310	508.350	670.740	0.070	0.959	1126	490.780	110.380	273.850	707.700	0.225	0.796	236
25-29	752.680	88.100	579.530	925.830	0.117	1.635	1011	523.660	84.390	357.810	689.510	0.161	0.716	226
Educational level														
Illiterate	508.040	22.520	463.790	552.290	0.044	1.023	136	255.600	31.570	193.560	317.640	0.124	1.245	32
Read and write	295.000	0.000	295.000	295.000	0.000	.	1							
Elementary school	510.840	19.070	473.360	548.320	0.037	1.182	359	.		.		.		.
Middle school	537.690	40.940	457.220	618.150	0.076	1.626	397	483.730	172.000	145.690	821.770	0.356	0.807	33
General high school	640.770	118.250	408.360	873.180	0.185	1.585	58	287.110	32.540	223.160	351.060	0.113	1.069	31
Vocational high school	669.450	91.450	489.720	849.190	0.137	2.022	946	247.500	37.680	173.440	321.560	0.152	0.708	8
Post-secondary institute	541.940	46.140	451.250	632.620	0.085	1.205	82	448.500	151.320	151.100	745.910	0.337	0.802	171
University & above	949.520	174.510	606.540	1292.500	0.184	1.049	329	451.740	114.720	226.280	677.190	0.254	0.760	28
Wealth quintiles														
Lowest	575.200	87.600	403.040	747.360	0.152	1.491	391	338.970	89.740	162.590	515.350	0.265	0.812	61
Second	569.080	58.940	453.250	684.910	0.104	0.978	504	314.280	44.790	226.260	402.300	0.143	0.828	71
Middle	657.060	114.300	432.410	881.710	0.174	2.042	520	256.880	18.960	219.620	294.140	0.074	0.836	93
Fourth	564.070	45.460	474.720	653.420	0.081	1.476	540	412.750	94.760	226.520	598.980	0.230	0.933	105
Highest	997.790	177.530	648.880	1346.700	0.178	1.049	353	874.510	200.460	480.540	1268.490	0.229	0.755	157

Table (6): Indicator: Proportion of wage workers, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.950	0.009	0.932	0.968	0.010	1.429	921	0.962	0.012	0.938	0.986	0.013	0.827	257
Rural	0.817	0.016	0.785	0.848	0.020	2.915	1538	0.823	0.029	0.766	0.880	0.035	1.295	262
Slum	0.901	0.024	0.854	0.948	0.026	1.810	259	0.965	0.024	0.919	1.012	0.025	0.697	50
Region														
Urban governorates	0.957	0.010	0.938	0.976	0.010	1.425	642	0.954	0.015	0.924	0.985	0.016	0.802	182
Urban Lower Egypt	0.925	0.019	0.888	0.963	0.021	1.462	264	0.976	0.017	0.942	1.010	0.018	0.807	73
Rural Lower Egypt	0.803	0.021	0.763	0.844	0.026	2.680	893	0.798	0.036	0.727	0.869	0.046	1.272	176
Urban Upper Egypt	0.894	0.032	0.831	0.957	0.036	2.167	164	0.975	0.025	0.926	1.024	0.026	0.756	31
Rural Upper Egypt	0.835	0.027	0.783	0.887	0.032	3.400	526	0.879	0.043	0.794	0.964	0.049	1.208	81
Frontier governorates	0.911	0.025	0.861	0.960	0.028	0.395	229	0.926	0.049	0.829	1.023	0.053	0.144	26
Age group														
10-14	0.566	0.062	0.444	0.687	0.109	1.504	90	0.721	0.114	0.496	0.946	0.159	1.166	18
15-17	0.816	0.029	0.759	0.874	0.036	1.225	220	0.806	0.070	0.670	0.943	0.086	1.010	38
18-24	0.867	0.014	0.841	0.894	0.016	2.205	1310	0.918	0.020	0.879	0.956	0.021	1.143	261
25-29	0.897	0.011	0.875	0.919	0.013	1.523	1098	0.901	0.023	0.856	0.946	0.025	1.125	252
Educational level														
Illiterate	0.864	0.035	0.796	0.932	0.040	1.505	163	0.748	0.065	0.620	0.876	0.087	1.069	58
Read and write	0.375	0.106	0.167	0.584	0.283	1.045	18	1.000	0.000	1.000	1.000	0.000	.	1
Elementary school	0.814	0.023	0.769	0.859	0.028	1.766	466	0.766	0.059	0.650	0.881	0.077	0.908	55
Middle school	0.867	0.019	0.829	0.905	0.022	1.587	471	0.789	0.066	0.659	0.919	0.084	1.142	45
General high school	0.775	0.054	0.669	0.880	0.070	1.281	71	0.900	0.097	0.709	1.091	0.108	0.715	9
Vocational high school	0.878	0.014	0.850	0.905	0.016	2.063	1089	0.903	0.025	0.855	0.951	0.027	1.043	185
Post-secondary institute	0.958	0.021	0.917	0.999	0.022	0.946	84	1.000	0.000	1.000	1.000	0.000	.	28
University and above	0.917	0.016	0.886	0.948	0.017	1.162	356	0.990	0.007	0.977	1.004	0.007	0.713	188
Wealth quintile														
Lowest	0.846	0.020	0.806	0.885	0.024	1.803	515	0.803	0.048	0.708	0.898	0.060	1.247	98
Second	0.859	0.018	0.823	0.896	0.021	1.839	607	0.831	0.048	0.737	0.925	0.058	1.289	90
Middle	0.834	0.020	0.795	0.872	0.024	1.940	627	0.868	0.034	0.802	0.934	0.039	0.871	105
Fourth	0.893	0.015	0.863	0.923	0.017	1.389	591	0.966	0.017	0.933	0.999	0.017	0.746	112
Highest	0.924	0.015	0.895	0.954	0.016	1.085	378	0.965	0.016	0.934	0.997	0.017	1.016	164

Table (7): Indicator: Proportion working in agriculture, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.043	0.012	0.020	0.066	0.269	2.692	921	0.0082	0.007	-0.006	0.023	0.909	1.372	256
Rural	0.358	0.022	0.315	0.401	0.061	3.523	1538	0.2751	0.040	0.196	0.355	0.147	1.837	262
Slum	0.080	0.020	0.041	0.119	0.250	1.541	259	0.0182	0.018	-0.017	0.053	0.972	0.734	50
Region														
Urban governorates	0.028	0.010	0.008	0.048	0.367	2.342	642	0.0102	0.010	-0.010	0.030	0.994	1.493	181
Urban Lower Egypt	0.041	0.014	0.014	0.067	0.333	1.311	264	0	0.000	0.000	0.000	.	.	73
Rural Lower Egypt	0.329	0.028	0.274	0.384	0.085	3.604	893	0.2064	0.043	0.123	0.290	0.206	1.718	176
Urban Upper Egypt	0.118	0.041	0.038	0.198	0.347	3.235	164	0.0257	0.025	-0.023	0.074	0.963	0.727	31
Rural Upper Egypt	0.389	0.036	0.319	0.460	0.092	3.605	526	0.4337	0.080	0.277	0.591	0.184	1.786	81
Frontier governorates	0.467	0.061	0.348	0.587	0.130	0.751	229	0.0371	0.035	-0.032	0.106	0.944	0.140	26
Age group														
10-14	0.515	0.056	0.404	0.625	0.109	1.224	90	0.6223	0.146	0.335	0.910	0.235	1.630	18
15-17	0.340	0.041	0.261	0.420	0.119	1.571	220	0.3437	0.090	0.166	0.521	0.263	1.179	38
18-24	0.252	0.018	0.218	0.287	0.070	2.299	1310	0.1065	0.024	0.059	0.154	0.225	1.359	261
25-29	0.173	0.016	0.141	0.206	0.094	2.055	1098	0.0928	0.022	0.050	0.136	0.237	1.108	251
Education level														
Illiterate	0.361	0.049	0.265	0.457	0.135	1.531	163	0.5919	0.080	0.435	0.749	0.135	1.252	58
Read and write	0.703	0.108	0.491	0.914	0.153	1.209	18	1	0.000	1.000	1.000	0.000	.	1
Elementary school	0.330	0.029	0.272	0.387	0.089	1.953	466	0.3363	0.078	0.183	0.490	0.232	1.287	55
Middle school	0.240	0.027	0.187	0.293	0.112	1.957	471	0.1946	0.064	0.069	0.320	0.328	1.133	45
General high school	0.154	0.047	0.063	0.246	0.302	1.282	71	0	0.000	0.000	0.000	.	.	9
Vocational high school	0.240	0.019	0.204	0.277	0.077	2.121	1089	0.0727	0.021	0.032	0.114	0.287	0.972	184
Post-secondary institute	0.056	0.028	0.000	0.112	0.506	1.341	84	0	0.000	0.000	0.000	.	.	28
University and above	0.076	0.016	0.045	0.106	0.205	1.229	356	0	0.000	0.000	0.000	.	.	188
Wealth quintile														
Lowest	0.423	0.030	0.363	0.483	0.072	2.208	515	0.4752	0.071	0.336	0.615	0.150	1.711	98
Second	0.321	0.027	0.268	0.373	0.084	2.155	607	0.2265	0.051	0.127	0.326	0.223	1.150	90
Middle	0.225	0.021	0.183	0.267	0.095	1.802	627	0.0533	0.026	0.002	0.105	0.488	1.177	105
Fourth	0.092	0.016	0.060	0.123	0.175	1.725	591	0.0181	0.013	-0.007	0.043	0.700	0.790	112
Highest	0.015	0.007	0.002	0.029	0.455	1.054	378	0	0.000	0.000	0.000	.	.	163

Table (8): Indicator: Proportion working in industry, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.438	0.021	0.397	0.480	0.048	1.491	921	0.205	0.029	0.148	0.262	0.142	1.047	256
Rural	0.348	0.019	0.311	0.385	0.054	2.642	1538	0.132	0.026	0.081	0.183	0.197	1.329	262
Slum	0.395	0.033	0.329	0.460	0.084	1.321	259	0.094	0.053	-0.009	0.198	0.560	1.364	50
Region														
Urban governorates	0.456	0.022	0.413	0.500	0.048	1.193	642	0.218	0.032	0.156	0.280	0.145	0.862	181
Urban Lower Egypt	0.422	0.037	0.349	0.494	0.088	1.564	264	0.171	0.057	0.059	0.283	0.333	1.461	73
Rural Lower Egypt	0.370	0.024	0.323	0.416	0.065	2.458	893	0.157	0.036	0.087	0.228	0.227	1.495	176
Urban Upper Egypt	0.360	0.052	0.259	0.461	0.143	2.321	164	0.076	0.074	0.069	0.221	0.970	2.304	31
Rural Upper Egypt	0.324	0.032	0.262	0.387	0.098	3.090	526	0.077	0.025	0.027	0.126	0.331	0.623	81
Frontier governorates	0.220	0.030	0.161	0.278	0.136	0.260	229	0.037	0.038	-0.037	0.111	1.023	0.164	26
Age group														
10-14	0.178	0.040	0.099	0.256	0.224	1.045	90	0.096	0.068	0.038	0.230	0.712	0.965	18
15-17	0.425	0.039	0.348	0.502	0.092	1.348	220	0.260	0.080	0.102	0.418	0.309	1.092	38
18-24	0.404	0.019	0.367	0.440	0.046	2.014	1310	0.198	0.029	0.140	0.256	0.149	1.228	261
25-29	0.357	0.017	0.324	0.391	0.047	1.373	1098	0.105	0.021	0.065	0.145	0.195	0.857	251
Educational level														
Illiterate	0.332	0.044	0.245	0.419	0.134	1.319	163	0.138	0.054	0.032	0.244	0.392	1.165	58
Read and write	0.042	0.038	-0.033	0.118	0.909	0.791	18	0.000	0.000	0.000	0.000			1
Elementary school	0.396	0.028	0.341	0.451	0.071	1.632	466	0.278	0.063	0.154	0.402	0.226	0.933	55
Middle school	0.444	0.028	0.389	0.499	0.063	1.538	471	0.313	0.082	0.153	0.473	0.261	1.350	45
General high school	0.395	0.063	0.271	0.518	0.159	1.268	71	0.101	0.098	0.091	0.293	0.967	0.718	9
Vocational high school	0.391	0.018	0.355	0.427	0.047	1.590	1089	0.179	0.035	0.111	0.248	0.195	1.245	184
Post-secondary institute	0.277	0.052	0.175	0.379	0.188	1.193	84	0.166	0.078	0.012	0.319	0.472	0.966	28
University and above	0.293	0.028	0.239	0.347	0.094	1.314	356	0.070	0.017	0.035	0.104	0.250	0.703	188
Wealth quintile														
Lowest	0.361	0.028	0.306	0.415	0.077	1.919	515	0.191	0.046	0.101	0.280	0.239	1.138	98
Second	0.369	0.025	0.320	0.418	0.067	1.738	607	0.138	0.043	0.054	0.221	0.309	1.203	90
Middle	0.404	0.024	0.356	0.452	0.061	1.714	627	0.264	0.050	0.166	0.363	0.190	1.133	105
Fourth	0.406	0.024	0.358	0.453	0.060	1.376	591	0.075	0.027	0.022	0.129	0.360	0.923	112
Highest	0.339	0.025	0.290	0.388	0.074	0.934	378	0.141	0.028	0.086	0.196	0.199	0.843	163

Table (9): Indicator: Proportion working in services, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.519	0.022	0.477	0.561	0.042	1.539	921	0.787	0.029	0.729	0.844	0.037	1.023	256
Rural	0.294	0.016	0.262	0.325	0.055	2.102	1538	0.593	0.042	0.511	0.675	0.070	1.619	262
Slum	0.526	0.040	0.448	0.604	0.075	1.804	259	0.888	0.054	0.781	0.994	0.061	1.241	50
Region														
Urban governorates	0.516	0.022	0.474	0.558	0.042	1.133	642	0.772	0.032	0.709	0.834	0.041	0.842	181
Urban Lower Egypt	0.538	0.040	0.459	0.617	0.075	1.845	264	0.829	0.057	0.717	0.941	0.069	1.461	73
Rural Lower Egypt	0.302	0.020	0.262	0.342	0.068	1.991	893	0.636	0.048	0.542	0.731	0.076	1.552	176
Urban Upper Egypt	0.522	0.059	0.406	0.639	0.114	2.846	164	0.898	0.076	0.749	1.048	0.085	1.887	31
Rural Upper Egypt	0.286	0.026	0.234	0.338	0.092	2.280	526	0.490	0.076	0.340	0.639	0.155	1.590	81
Frontier governorates	0.313	0.059	0.198	0.428	0.187	0.803	229	0.926	0.049	0.829	1.023	0.053	0.144	26
Age group														
10-14	0.308	0.052	0.205	0.411	0.170	1.240	90	0.282	0.138	0.011	0.552	0.489	1.680	18
15-17	0.235	0.032	0.172	0.297	0.136	1.218	220	0.396	0.093	0.213	0.579	0.235	1.183	38
18-24	0.344	0.016	0.313	0.376	0.046	1.571	1310	0.695	0.032	0.633	0.758	0.046	1.087	261
25-29	0.469	0.017	0.435	0.503	0.037	1.320	1098	0.802	0.028	0.747	0.857	0.035	0.950	251
Educational level														
Illiterate	0.307	0.046	0.216	0.399	0.151	1.498	163	0.270	0.061	0.150	0.391	0.227	0.902	58
Read and write	0.255	0.113	0.032	0.478	0.444	1.473	18	0.000	0.000	0.000	0.000	.	.	1
Elementary school	0.274	0.024	0.227	0.322	0.088	1.481	466	0.386	0.075	0.238	0.534	0.195	1.134	55
Middle school	0.316	0.025	0.267	0.366	0.080	1.438	471	0.493	0.085	0.326	0.659	0.172	1.256	45
General high school	0.451	0.064	0.325	0.578	0.143	1.291	71	0.899	0.098	0.707	1.091	0.109	0.718	9
Vocational high school	0.369	0.017	0.335	0.403	0.046	1.424	1089	0.748	0.037	0.676	0.820	0.049	1.062	184
Post-secondary institute	0.667	0.056	0.557	0.777	0.084	1.247	84	0.834	0.078	0.681	0.988	0.094	0.966	28
University and above	0.632	0.029	0.575	0.689	0.046	1.293	356	0.930	0.017	0.896	0.965	0.019	0.703	188
Wealth quintile														
Lowest	0.216	0.023	0.170	0.262	0.108	1.883	515	0.334	0.060	0.216	0.452	0.180	1.369	98
Second	0.311	0.023	0.266	0.356	0.074	1.623	607	0.636	0.057	0.524	0.748	0.089	1.101	90
Middle	0.371	0.023	0.327	0.416	0.061	1.519	627	0.682	0.049	0.586	0.779	0.072	0.966	105
Fourth	0.503	0.024	0.456	0.550	0.048	1.293	591	0.907	0.029	0.849	0.964	0.033	0.894	112
Highest	0.646	0.025	0.597	0.695	0.039	0.911	378	0.859	0.028	0.804	0.914	0.033	0.843	163

Table (10): Indicator: Proportion working in the private sector, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
<b>Location</b>														
Urban	0.887	0.013	0.861	0.913	0.015	1.436	921	0.615	0.034	0.548	0.683	0.056	0.998	256
Rural	0.912	0.008	0.896	0.928	0.009	1.469	1538	0.686	0.035	0.618	0.754	0.051	1.252	262
Slum	0.891	0.031	0.830	0.952	0.035	2.852	259	0.492	0.087	0.321	0.663	0.177	1.263	50
<b>Region</b>														
Urban governorates	0.887	0.016	0.856	0.919	0.018	1.518	642	0.688	0.036	0.618	0.758	0.052	0.876	181
Urban Lower Egypt	0.913	0.019	0.875	0.951	0.021	1.313	264	0.501	0.067	0.369	0.632	0.134	1.144	73
Rural Lower Egypt	0.906	0.011	0.885	0.927	0.012	1.386	893	0.684	0.040	0.605	0.762	0.058	1.137	176
Urban Upper Egypt	0.857	0.044	0.771	0.943	0.051	3.154	164	0.352	0.108	0.141	0.564	0.306	1.510	31
Rural Upper Egypt	0.921	0.013	0.895	0.947	0.014	1.621	526	0.696	0.068	0.561	0.830	0.098	1.517	81
Frontier governorates	0.890	0.023	0.844	0.936	0.026	0.278	229	0.371	0.127	0.121	0.620	0.342	0.282	26
<b>Age group</b>														
10-14	0.964	0.025	0.915	1.014	0.026	1.765	90	1.000	0.000	1.000	1.000	0.000	.	18
15-17	0.970	0.011	0.947	0.992	0.012	0.942	220	0.911	0.042	0.829	0.993	0.046	0.695	38
18-24	0.944	0.007	0.930	0.957	0.007	1.223	1310	0.674	0.033	0.609	0.738	0.049	1.105	261
25-29	0.832	0.014	0.804	0.859	0.017	1.546	1098	0.516	0.034	0.450	0.583	0.066	0.888	251
<b>Educational level</b>														
Illiterate	0.989	0.007	0.976	1.002	0.007	0.604	163	0.984	0.016	0.953	1.015	0.016	0.762	58
Read and write	0.954	0.044	0.869	1.040	0.046	0.947	18	1.000	0.000	1.000	1.000	0.000	.	1
Elementary school	0.958	0.011	0.937	0.978	0.011	1.357	466	0.920	0.035	0.850	0.989	0.039	0.802	55
Middle school	0.952	0.012	0.930	0.975	0.012	1.429	471	0.915	0.035	0.846	0.984	0.038	0.691	45
General high school	0.979	0.015	0.949	1.009	0.016	0.857	71	0.528	0.184	0.166	0.890	0.349	0.930	9
Vocational high school	0.911	0.010	0.891	0.930	0.011	1.387	1089	0.619	0.042	0.537	0.700	0.067	1.098	184
Post-secondary institute	0.712	0.058	0.598	0.826	0.081	1.438	84	0.538	0.101	0.340	0.736	0.187	0.893	28
University and above	0.722	0.027	0.669	0.775	0.037	1.289	356	0.396	0.038	0.322	0.471	0.096	0.905	188
<b>Wealth quintile</b>														
Lowest	0.959	0.009	0.941	0.976	0.009	1.116	515	0.946	0.022	0.903	0.989	0.023	0.790	98
Second	0.930	0.012	0.907	0.954	0.013	1.458	607	0.776	0.050	0.679	0.874	0.064	1.114	90
Middle	0.900	0.013	0.874	0.926	0.015	1.365	627	0.665	0.054	0.559	0.771	0.081	1.142	105
Fourth	0.877	0.016	0.846	0.909	0.018	1.318	591	0.392	0.048	0.297	0.486	0.123	0.848	112
Highest	0.797	0.024	0.750	0.844	0.030	1.182	378	0.502	0.043	0.419	0.586	0.085	0.941	163



Table (11): Indicator: Proportion of employers and self-employed workers, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.026	0.005	0.015	0.036	0.211	0.979	921	0.018	0.008	0.002	0.033	0.440	0.714	257
Rural	0.036	0.005	0.027	0.045	0.132	1.109	1538	0.048	0.015	0.019	0.076	0.306	1.055	262
Slum	0.061	0.019	0.025	0.098	0.303	1.714	259	0.000	0.000	0.000	0.000	.	.	50
Region														
Urban governorates	0.023	0.006	0.011	0.036	0.269	1.056	642	0.019	0.009	0.001	0.038	0.487	0.687	182
Urban Lower Egypt	0.039	0.014	0.013	0.066	0.347	1.378	264	0.012	0.012	-0.012	0.036	1.008	0.797	73
Rural Lower Egypt	0.031	0.006	0.020	0.042	0.185	1.110	893	0.040	0.014	0.013	0.067	0.341	0.751	176
Urban Upper Egypt	0.063	0.023	0.019	0.108	0.356	1.727	164	0.000	0.000	0.000	0.000	.	.	31
Rural Upper Egypt	0.042	0.008	0.025	0.058	0.198	1.145	526	0.065	0.036	-0.006	0.137	0.555	1.478	81
Frontier governorates	0.057	0.021	0.016	0.098	0.369	0.411	229	0.000	0.000	0.000	0.000	.	.	26
Age groups														
10-14	0.000	0.000	0.000	0.000	.	.	90	0.000	0.000	0.000	0.000	.	.	18
15-17	0.023	0.011	0.002	0.044	0.469	1.110	220	0.000	0.000	0.000	0.000	.	.	38
18-24	0.026	0.005	0.017	0.035	0.173	1.123	1310	0.024	0.009	0.006	0.041	0.375	0.765	261
25-29	0.053	0.008	0.039	0.068	0.141	1.229	1098	0.047	0.016	0.015	0.078	0.342	1.104	252
Educational level														
Illiterate	0.048	0.021	0.007	0.090	0.435	1.424	163	0.080	0.034	0.013	0.148	0.428	0.759	58
Read and write	0.000	0.000	0.000	0.000	.	.	18	0.000	0.000	0.000	0.000	.	.	1
Elementary school	0.044	0.010	0.025	0.063	0.222	1.125	466	0.033	0.023	-0.012	0.078	0.691	0.768	55
Middle school	0.040	0.009	0.021	0.058	0.235	1.127	471	0.000	0.000	0.000	0.000	.	.	45
General high school	0.056	0.027	0.003	0.110	0.486	1.084	71	0.101	0.097	-0.091	0.292	0.967	0.715	9
Vocational high school	0.031	0.005	0.021	0.041	0.164	0.979	1089	0.045	0.019	0.008	0.082	0.420	1.259	185
Post-secondary institute	0.012	0.012	-0.011	0.035	0.996	1.052	84	0.000	0.000	0.000	0.000	.	.	28
University and above	0.031	0.010	0.012	0.050	0.310	1.090	356	0.010	0.007	-0.004	0.023	0.701	0.713	188
Wealth quintile														
Lowest	0.024	0.007	0.010	0.039	0.303	1.338	515	0.064	0.032	0.001	0.126	0.499	1.425	98
Second	0.038	0.008	0.022	0.054	0.216	1.198	607	0.010	0.010	-0.009	0.028	0.999	0.754	90
Middle	0.039	0.008	0.024	0.055	0.201	1.137	627	0.052	0.021	0.011	0.093	0.399	0.772	105
Fourth	0.041	0.008	0.025	0.057	0.203	0.980	591	0.025	0.014	-0.003	0.052	0.572	0.722	112
Highest	0.034	0.009	0.017	0.051	0.260	0.791	378	0.011	0.008	-0.004	0.027	0.700	0.725	164

Table (12): Indicator: Proportion of respondents aged 15-29 who dropped out of school (before completing basic education, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.067	0.010	0.048	0.086	0.145	2.696	1839	0.057	0.007	0.044	0.070	0.117	1.401	2079
Rural	0.070	0.008	0.055	0.085	0.108	2.886	2633	0.074	0.005	0.064	0.085	0.071	1.270	3409
Slum	0.058	0.015	0.029	0.088	0.258	2.235	436	0.042	0.010	0.023	0.060	0.230	1.259	580
Region														
Urban governorates	0.054	0.009	0.036	0.072	0.168	2.012	1220	0.065	0.009	0.047	0.083	0.139	1.528	1295
Urban Lower Egypt	0.080	0.017	0.047	0.112	0.207	2.262	518	0.033	0.008	0.017	0.048	0.242	1.251	651
Rural Lower Egypt	0.083	0.011	0.062	0.104	0.129	2.731	1436	0.077	0.008	0.062	0.092	0.101	1.428	1749
Urban Upper Egypt	0.079	0.028	0.025	0.133	0.350	4.513	323	0.050	0.011	0.029	0.071	0.214	1.038	443
Rural Upper Egypt	0.053	0.011	0.032	0.074	0.204	3.357	1016	0.071	0.007	0.057	0.085	0.101	1.083	1475
Frontier governorates	0.054	0.018	0.018	0.089	0.336	0.608	395	0.062	0.016	0.030	0.094	0.261	0.401	455
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	0.050	0.007	0.036	0.065	0.143	1.363	1198	0.045	0.006	0.032	0.057	0.142	1.139	1289
18-24	0.063	0.007	0.050	0.076	0.107	2.225	2447	0.057	0.005	0.047	0.067	0.090	1.273	2888
25-29	0.093	0.011	0.073	0.114	0.113	1.861	1263	0.095	0.007	0.081	0.109	0.077	0.959	1891
Educational level														
Illiterate	0.000	0.000	0.000	0.000	.	.	199	0.000	0.000	0.000	0.000	.	.	868
Read and write	0.000	0.000	0.000	0.000	.	.	8	0.000	0.000	0.000	0.000	.	.	9
Elementary school	0.248	0.022	0.205	0.291	0.088	2.271	763	0.277	0.018	0.243	0.312	0.063	1.140	834
Middle school	0.112	0.012	0.090	0.135	0.103	1.903	1282	0.121	0.011	0.099	0.143	0.093	1.407	1299
General high school	0.000	0.000	0.000	0.000	.	.	626	0.001	0.001	-0.001	0.004	0.999	0.806	606
Vocational high school	0.001	0.001	-0.001	0.002	1.000	1.026	1421	0.000	0.000	0.000	0.000	.	.	1700
Post-secondary institute	0.000	0.000	0.000	0.000	.	.	115	0.000	0.000	0.000	0.000	.	.	137
University and above	0.000	0.000	0.000	0.000	.	.	494	0.000	0.000	0.000	0.000	.	.	615
Wealth quintile														
Lowest	0.091	0.012	0.067	0.115	0.135	1.933	829	0.097	0.010	0.078	0.116	0.101	1.125	1153
Second	0.083	0.011	0.061	0.105	0.136	1.947	959	0.096	0.010	0.077	0.116	0.103	1.267	1242
Middle	0.087	0.011	0.066	0.109	0.127	2.012	1075	0.074	0.008	0.058	0.090	0.110	1.100	1262
Fourth	0.057	0.009	0.040	0.074	0.150	1.563	1091	0.044	0.006	0.033	0.056	0.134	0.903	1262
Highest	0.009	0.004	0.002	0.017	0.395	1.395	954	0.011	0.003	0.005	0.016	0.266	0.747	1149

Table (13): Indicator: Proportion of respondents (aged 15-29) aspiring to migrate, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.254	0.017	0.219	0.288	0.069	2.825	1810	0.089	0.009	0.072	0.106	0.096	1.508	2055
Rural	0.307	0.015	0.277	0.337	0.050	3.504	2580	0.053	0.005	0.043	0.063	0.098	1.654	3394
Slum	0.347	0.036	0.276	0.417	0.103	2.987	426	0.097	0.013	0.071	0.124	0.137	1.093	576
Region														
Urban governorates	0.243	0.020	0.203	0.283	0.084	2.754	1198	0.089	0.009	0.071	0.107	0.103	1.156	1278
Urban Lower Egypt	0.315	0.034	0.248	0.382	0.108	3.219	506	0.079	0.014	0.052	0.106	0.172	1.583	643
Rural Lower Egypt	0.306	0.020	0.267	0.345	0.066	3.345	1406	0.051	0.007	0.039	0.064	0.127	1.444	1739
Urban Upper Egypt	0.321	0.040	0.243	0.399	0.124	3.091	318	0.117	0.021	0.075	0.158	0.181	1.858	440
Rural Upper Egypt	0.313	0.024	0.266	0.360	0.077	3.763	993	0.056	0.008	0.039	0.072	0.151	1.882	1470
Frontier governorates	0.175	0.028	0.120	0.230	0.159	0.511	395	0.045	0.011	0.023	0.068	0.251	0.266	455
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	0.333	0.018	0.298	0.368	0.054	1.820	1198	0.095	0.009	0.078	0.113	0.095	1.142	1288
18-24	0.293	0.014	0.267	0.320	0.046	2.532	2410	0.069	0.006	0.057	0.081	0.086	1.408	2861
25-29	0.258	0.016	0.227	0.289	0.061	1.766	1208	0.047	0.005	0.036	0.058	0.116	1.007	1876
Educational level														
Illiterate	0.210	0.036	0.139	0.282	0.172	1.604	196	0.012	0.004	0.004	0.021	0.360	1.133	866
Read and write	0.109	0.106	-0.098	0.317	0.967	0.899	8	0.000	0.000	0.000	0.000	.	.	9
Elementary school	0.244	0.020	0.206	0.283	0.081	1.839	751	0.053	0.010	0.034	0.072	0.183	1.378	829
Middle school	0.299	0.017	0.266	0.331	0.056	1.873	1270	0.068	0.007	0.053	0.082	0.110	1.034	1297
General high school	0.291	0.023	0.246	0.336	0.078	1.780	613	0.134	0.017	0.101	0.167	0.125	1.370	592
Vocational high school	0.319	0.017	0.285	0.352	0.053	2.195	1392	0.058	0.007	0.045	0.072	0.118	1.278	1692
Post-secondary institute	0.284	0.049	0.188	0.381	0.173	1.567	113	0.099	0.028	0.043	0.155	0.286	1.026	135
University and above	0.325	0.026	0.274	0.375	0.079	1.599	473	0.124	0.015	0.096	0.153	0.117	1.025	605
Wealth quintile														
Lowest	0.304	0.022	0.262	0.346	0.071	2.258	816	0.036	0.007	0.023	0.049	0.184	1.314	1151
Second	0.259	0.020	0.221	0.298	0.076	2.344	946	0.053	0.007	0.039	0.068	0.138	1.184	1239
Middle	0.308	0.019	0.271	0.345	0.060	2.078	1056	0.053	0.007	0.038	0.067	0.138	1.203	1261
Fourth	0.311	0.019	0.273	0.348	0.061	1.894	1072	0.089	0.010	0.069	0.109	0.112	1.320	1250
Highest	0.284	0.020	0.245	0.324	0.071	1.828	926	0.118	0.011	0.096	0.139	0.094	1.133	1124

Table (14): Indicator: Proportion of respondents (aged 18-29) who have migrated and returned, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.020	0.004	0.012	0.028	0.19	1.137	1427	0.018	0.004	0.009	0.026	0.239	1.350	1641
Rural	0.029	0.005	0.019	0.038	0.16	2.026	1938	0.005	0.002	0.002	0.008	0.296	1.039	2659
Slum	0.033	0.015	0.004	0.062	0.44	2.994	344	0.012	0.008	-0.004	0.028	0.696	2.534	480
Region														
Urban governorates	0.022	0.005	0.012	0.032	0.23	1.210	965	0.017	0.005	0.008	0.027	0.28	1.268	1043
Urban Lower Egypt	0.027	0.011	0.006	0.049	0.39	2.094	400	0.019	0.008	0.002	0.035	0.443	1.895	529
Rural Lower Egypt	0.027	0.006	0.015	0.039	0.23	2.057	1100	0.006	0.002	0.002	0.010	0.324	0.816	1409
Urban Upper Egypt	0.024	0.013	-0.003	0.050	0.56	2.643	249	0.010	0.008	-0.005	0.026	0.786	2.034	348
Rural Upper Egypt	0.032	0.008	0.017	0.046	0.24	1.985	707	0.004	0.002	-0.001	0.009	0.597	1.461	1110
Frontier governorates	0.000	0.000	0.000	0.000	.	.	288	0.000	0.000	0.000	0.000	.	.	341
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	.	.	.	.	.	.	0	.	.	.	.	.	.	0
18-24	0.014	0.002	0.009	0.019	0.17	1.227	2446	0.010	0.002	0.006	0.015	0.227	1.404	2888
25-29	0.052	0.008	0.036	0.068	0.15	1.931	1263	0.009	0.002	0.004	0.013	0.286	1.080	1891
Educational level														
Illiterate	0.017	0.009	-0.002	0.035	0.56	1.056	185	0.003	0.002	-0.001	0.006	0.707	0.841	780
Read and write	0.000	0.000	0.000	0.000	.	.	4	0.000	0.000	0.000	0.000	.	.	5
Elementary school	0.027	0.008	0.011	0.043	0.30	1.255	397	0.009	0.004	0.000	0.017	0.502	0.834	454
Middle school	0.019	0.006	0.008	0.031	0.29	1.195	565	0.003	0.002	-0.001	0.007	0.709	0.812	599
General high school	0.019	0.005	0.009	0.029	0.27	0.922	570	0.025	0.007	0.012	0.039	0.269	0.988	552
Vocational high school	0.025	0.005	0.015	0.036	0.21	1.932	1379	0.006	0.002	0.001	0.011	0.401	1.353	1638
Post-secondary institute	0.019	0.014	-0.008	0.046	0.72	1.366	115	0.015	0.010	-0.005	0.034	0.696	0.820	137
University and above	0.051	0.013	0.025	0.078	0.26	2.073	494	0.019	0.007	0.006	0.033	0.34	1.262	615
Wealth quintile														
Lowest	0.025	0.007	0.011	0.039	0.29	1.727	589	0.002	0.002	-0.001	0.005	0.70	0.863	878
Second	0.017	0.005	0.007	0.028	0.31	1.520	714	0.002	0.001	-0.001	0.005	0.70	0.843	984
Middle	0.026	0.007	0.013	0.039	0.26	1.843	816	0.001	0.001	-0.001	0.003	1.00	0.821	985
Fourth	0.026	0.007	0.013	0.039	0.25	1.619	856	0.015	0.005	0.006	0.024	0.31	1.298	1014
Highest	0.040	0.008	0.024	0.056	0.20	1.262	734	0.030	0.007	0.016	0.043	0.22	1.248	919

Table (15): Indicator: Average hours of school/day including homework and tutoring (currently enrolled), by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	6.180	0.19	5.800	6.570	0.032	3.438	1366	6.280	0.197	5.890	6.670	0.031	2.874	1320
Rural	5.380	0.14	5.100	5.670	0.027	3.699	1922	6.360	0.143	6.080	6.640	0.023	2.987	1731
Slum	5.750	0.39	4.980	6.520	0.068	3.402	296	6.180	0.363	5.470	6.900	0.059	2.877	303
Region														
Urban governorates	6.400	0.23	5.940	6.870	0.037	3.299	860	6.210	0.245	5.730	6.700	0.040	2.754	789
Urban Lower Egypt	6.100	0.38	5.350	6.860	0.063	4.385	396	6.100	0.329	5.450	6.740	0.054	3.048	378
Rural Lower Egypt	6.010	0.21	5.590	6.430	0.036	3.958	943	6.360	0.182	6.010	6.720	0.029	2.655	928
Urban Upper Egypt	4.880	0.36	4.160	5.590	0.075	2.796	231	6.460	0.405	5.660	7.250	0.063	3.188	278
Rural Upper Egypt	4.720	0.19	4.330	5.100	0.042	3.616	872	6.330	0.232	5.870	6.780	0.037	3.497	724
Frontier governorates	6.870	0.30	6.270	7.470	0.044	0.709	282	7.260	0.331	6.610	7.910	0.046	0.588	257
Age group														
10-14	6.260	0.13	6.000	6.520	0.021	3.057	1936	6.670	0.133	6.410	6.930	0.020	2.598	1866
15-17	5.630	0.16	5.320	5.950	0.029	1.804	964	6.400	0.148	6.110	6.700	0.023	1.318	932
18-24	4.260	0.16	3.930	4.590	0.040	1.561	668	4.920	0.198	4.530	5.310	0.040	1.519	544
25-29	2.240	0.56	1.140	3.340	0.250	0.962	16	1.090	0.375	0.350	1.830	0.344	0.653	12
Educational level														
Illiterate														
Read and write	6.170	0.15	5.870	6.480	0.025	2.400	1119	6.680	0.157	6.380	6.990	0.023	2.020	1048
Elementary school	6.210	0.14	5.930	6.500	0.023	2.074	1112	6.620	0.151	6.320	6.920	0.023	1.952	1116
Middle school	5.390	0.17	5.050	5.730	0.032	1.651	779	6.240	0.180	5.890	6.600	0.029	1.341	672
General high school	4.130	0.19	3.750	4.510	0.047	1.725	574	4.870	0.203	4.470	5.270	0.042	1.550	517
Vocational high school														
Post-secondary institute														
University and above								4.000	0.000	4.000	4.000	0.000	.	1
Wealth quintile														
Lowest	5.330	0.20	4.920	5.740	0.039	2.548	596	6.070	0.199	5.680	6.460	0.033	1.726	520
Second	5.760	0.19	5.370	6.150	0.035	2.256	609	6.110	0.183	5.760	6.470	0.030	1.633	570
Middle	5.430	0.17	5.080	5.780	0.033	1.986	744	6.350	0.191	5.970	6.720	0.030	1.856	690
Fourth	5.750	0.17	5.400	6.100	0.031	1.704	750	6.350	0.204	5.950	6.750	0.032	2.012	764
Highest	6.070	0.22	5.630	6.510	0.037	2.767	885	6.580	0.202	6.180	6.980	0.031	2.045	810

Table (16): Indicator: Average hours/day of inside/outside chores including care giving														
	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	count	Estimate	SE	95% C.I		CV	Design effect	count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.180	0.019	0.140	0.220	0.108	2.908	2562	2.790	0.080	2.630	2.950	0.029	1.573	2775
Rural	0.210	0.016	0.180	0.240	0.076	2.645	3780	3.530	0.063	3.410	3.660	0.018	1.632	4562
Slum	0.280	0.053	0.170	0.380	0.192	2.248	607	3.560	0.187	3.190	3.930	0.053	2.128	743
Region														
Urban Governorates	0.150	0.020	0.110	0.190	0.135	2.670	1668	2.920	0.101	2.720	3.120	0.035	1.532	1711
Urban Lower Egypt	0.320	0.054	0.220	0.430	0.168	2.505	727	3.170	0.154	2.860	3.470	0.049	1.780	838
Rural Lower Egypt	0.190	0.022	0.150	0.230	0.112	2.848	1991	3.570	0.089	3.400	3.750	0.025	1.601	2319
Urban Upper Egypt	0.200	0.040	0.120	0.270	0.203	2.899	459	2.820	0.178	2.470	3.170	0.063	2.194	586
Rural Upper Egypt	0.230	0.025	0.180	0.280	0.106	2.500	1540	3.470	0.092	3.290	3.650	0.027	1.695	1987
Frontier Governorates	0.170	0.034	0.100	0.230	0.205	0.801	564	3.520	0.204	3.120	3.920	0.058	0.526	639
Age groups														
10-14	0.220	0.016	0.190	0.250	0.073	2.021	2041	1.120	0.041	1.040	1.200	0.037	1.852	2012
15-17	0.240	0.025	0.190	0.280	0.106	1.206	1198	2.120	0.070	1.980	2.250	0.033	1.359	1289
18-24	0.190	0.018	0.160	0.230	0.092	1.947	2447	4.030	0.078	3.870	4.180	0.020	1.558	2888
25-29	0.190	0.023	0.140	0.230	0.124	1.568	1263	6.080	0.098	5.890	6.270	0.016	1.217	1891
Education level														
Illiterate	0.200	0.064	0.080	0.330	0.315	1.145	224	5.250	0.136	4.980	5.510	0.026	1.268	944
Read & Write	0.230	0.020	0.190	0.270	0.086	1.566	1120	0.880	0.043	0.800	0.970	0.049	1.442	1053
Elementary school	0.220	0.024	0.180	0.270	0.108	1.658	1655	2.490	0.073	2.350	2.640	0.029	1.112	1698
Middle school	0.200	0.020	0.160	0.240	0.102	1.797	1294	3.200	0.094	3.010	3.380	0.030	1.161	1327
General high school	0.170	0.029	0.110	0.220	0.172	1.928	626	2.190	0.119	1.960	2.420	0.054	1.196	606
Vocational high school	0.210	0.024	0.170	0.260	0.112	1.760	1421	5.060	0.096	4.870	5.250	0.019	1.274	1700
Post-secondary institute	0.160	0.039	0.080	0.230	0.247	1.119	115	4.700	0.283	4.140	5.250	0.060	0.898	137
University & above	0.170	0.021	0.130	0.210	0.125	1.114	494	4.290	0.164	3.960	4.610	0.038	1.149	615
Wealth quintiles														
lowest	0.260	0.027	0.210	0.320	0.103	1.970	1245	3.670	0.097	3.480	3.860	0.026	1.365	1574
second	0.170	0.018	0.140	0.210	0.103	2.009	1344	3.680	0.097	3.490	3.870	0.026	1.361	1643
middle	0.210	0.024	0.160	0.250	0.117	1.432	1510	3.340	0.092	3.160	3.520	0.027	1.306	1674
fourth	0.200	0.018	0.160	0.240	0.092	1.528	1492	3.110	0.090	2.940	3.290	0.029	1.116	1678
highest	0.190	0.021	0.150	0.230	0.110	1.969	1358	2.630	0.105	2.420	2.830	0.040	1.376	1511

Table (17): Indicator 17: Average hours/day of television														
	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	count	Estimate	SE	95% C.I		CV	Design effect	count
			Lower	Upper						Lower	Upper			
Location														
Urban	1.970	0.043	1.890	2.060	0.022	2.490	2562	2.280	0.040	2.200	2.360	0.018	1.787	2775
Rural	1.760	0.032	1.690	1.820	0.018	2.782	3780	2.210	0.038	2.140	2.290	0.017	2.915	4562
Slum	1.860	0.070	1.730	2.000	0.038	2.050	607	2.360	0.085	2.190	2.530	0.036	2.459	743
Region														
Urban Governorates	2.080	0.054	1.980	2.190	0.026	2.546	1668	2.240	0.050	2.140	2.340	0.022	1.801	1711
Urban Lower Egypt	1.660	0.057	1.550	1.770	0.034	1.973	727	2.400	0.075	2.250	2.540	0.031	2.311	838
Rural Lower Egypt	1.610	0.039	1.540	1.690	0.024	2.604	1991	2.310	0.054	2.210	2.420	0.023	3.158	2319
Urban Upper Egypt	1.930	0.091	1.750	2.110	0.047	2.480	459	2.320	0.082	2.150	2.480	0.035	1.995	586
Rural Upper Egypt	1.920	0.052	1.820	2.030	0.027	2.881	1540	2.090	0.053	1.990	2.200	0.025	2.683	1987
Frontier Governorates	2.060	0.101	1.870	2.260	0.049	0.798	564	2.270	0.080	2.120	2.430	0.035	0.421	639
Age groups														
10-14	2.010	0.038	1.940	2.090	0.019	1.813	2041	2.270	0.038	2.190	2.340	0.017	1.574	2012
15-17	1.880	0.044	1.790	1.960	0.024	1.491	1198	2.100	0.052	2.000	2.200	0.025	1.568	1289
18-24	1.790	0.036	1.720	1.860	0.020	1.986	2447	2.310	0.038	2.230	2.380	0.017	1.675	2888
25-29	1.630	0.041	1.550	1.710	0.025	1.557	1263	2.240	0.039	2.160	2.310	0.018	1.111	1891
Education level														
Illiterate	1.590	0.115	1.370	1.820	0.072	1.454	224	2.230	0.062	2.100	2.350	0.028	1.248	944
Read & Write	2.030	0.050	1.930	2.130	0.025	1.717	1120	2.320	0.046	2.230	2.410	0.020	1.261	1053
Elementary school	1.900	0.039	1.820	1.980	0.020	1.492	1655	2.250	0.046	2.160	2.340	0.020	1.608	1698
Middle school	1.860	0.046	1.770	1.950	0.025	1.634	1294	2.150	0.050	2.050	2.250	0.023	1.415	1327
General high school	1.630	0.061	1.510	1.750	0.038	1.637	626	1.920	0.060	1.810	2.040	0.031	1.220	606
Vocational high school	1.790	0.041	1.710	1.870	0.023	1.853	1421	2.440	0.046	2.350	2.530	0.019	1.437	1700
Post-secondary institute	1.890	0.134	1.620	2.150	0.071	1.169	115	2.350	0.134	2.090	2.610	0.057	0.872	137
University & above	1.610	0.070	1.480	1.750	0.044	1.512	494	2.150	0.067	2.020	2.290	0.031	1.247	615
Wealth quintiles														
lowest	1.760	0.051	1.660	1.860	0.029	2.077	1245	1.970	0.051	1.870	2.070	0.026	1.767	1574
second	1.810	0.051	1.710	1.910	0.028	2.375	1344	2.350	0.050	2.250	2.440	0.021	1.658	1643
middle	1.920	0.041	1.840	2.000	0.021	1.758	1510	2.440	0.048	2.350	2.540	0.020	1.756	1674
fourth	1.850	0.044	1.760	1.930	0.024	1.672	1492	2.360	0.043	2.280	2.450	0.018	1.470	1678
highest	1.830	0.049	1.730	1.930	0.027	1.907	1358	2.090	0.046	2.000	2.180	0.022	1.447	1511

Table (18): Indicator: Proportion of respondents using the Internet, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.118	0.012	0.095	0.141	0.099	3.183	2562	0.063	0.010	0.044	0.082	0.155	3.722	2775
Rural	0.024	0.004	0.017	0.031	0.148	2.454	3780	0.003	0.001	0.001	0.005	0.345	1.451	4562
Slum	0.059	0.012	0.035	0.082	0.205	1.889	607	0.014	0.004	0.006	0.023	0.304	0.948	743
Region														
Urban governorates	0.140	0.016	0.109	0.172	0.113	3.513	1668	0.081	0.014	0.054	0.109	0.174	4.115	1711
Urban Lower Egypt	0.085	0.014	0.058	0.112	0.161	1.998	727	0.019	0.006	0.007	0.032	0.324	1.721	838
Rural Lower Egypt	0.032	0.006	0.021	0.043	0.178	2.497	1991	0.002	0.001	0.000	0.005	0.466	1.194	2319
Urban Upper Egypt	0.037	0.012	0.013	0.060	0.327	2.322	459	0.024	0.008	0.008	0.040	0.347	1.707	586
Rural Upper Egypt	0.016	0.004	0.008	0.024	0.268	2.369	1540	0.003	0.002	0.000	0.007	0.500	1.672	1987
Frontier governorates	0.020	0.008	0.005	0.036	0.379	0.398	564	0.005	0.004	-0.002	0.013	0.713	0.348	639
Age group														
10-14	0.018	0.003	0.012	0.024	0.176	1.232	2041	0.016	0.003	0.010	0.022	0.191	1.244	2012
15-17	0.056	0.007	0.041	0.070	0.131	1.247	1198	0.018	0.004	0.010	0.025	0.220	1.024	1289
18-24	0.079	0.007	0.065	0.093	0.089	1.957	2447	0.031	0.004	0.022	0.039	0.140	1.578	2888
25-29	0.076	0.008	0.060	0.092	0.108	1.333	1263	0.023	0.005	0.013	0.034	0.228	1.867	1891
Educational level														
Illiterate	0.000	0.000	0.000	0.000	.	.	224	0.000	0.000	0.000	0.000	.	.	944
Read and write	0.013	0.003	0.006	0.019	0.272	1.111	1120	0.009	0.003	0.003	0.015	0.318	0.997	1053
Elementary school	0.022	0.004	0.015	0.030	0.175	1.271	1655	0.016	0.003	0.010	0.023	0.209	1.189	1698
Middle school	0.040	0.006	0.028	0.051	0.152	1.339	1294	0.013	0.003	0.006	0.020	0.259	1.061	1327
General high school	0.220	0.021	0.179	0.261	0.095	1.796	626	0.094	0.014	0.066	0.122	0.151	1.338	606
Vocational high school	0.019	0.004	0.010	0.027	0.230	1.639	1421	0.002	0.001	0.000	0.004	0.498	0.751	1700
Post-secondary institute	0.054	0.021	0.013	0.095	0.387	1.123	115	0.027	0.016	-0.004	0.058	0.592	1.089	137
University & above	0.253	0.023	0.208	0.299	0.091	1.535	494	0.108	0.018	0.072	0.143	0.167	1.751	615
Wealth quintile														
Lowest	0.004	0.002	0.001	0.008	0.408	1.067	1245	0.001	0.001	-0.001	0.002	0.994	0.813	1574
Second	0.013	0.004	0.006	0.020	0.273	1.571	1344	0.000	0.000	0.000	0.000	.	.	1643
Middle	0.029	0.005	0.019	0.039	0.175	1.584	1510	0.001	0.001	-0.001	0.002	1.001	0.987	1674
Fourth	0.051	0.007	0.037	0.065	0.142	1.646	1492	0.011	0.003	0.005	0.017	0.284	1.276	1678
Highest	0.214	0.017	0.180	0.248	0.081	2.409	1358	0.113	0.015	0.084	0.142	0.132	2.937	1511



Table (19): Indicator: Proportion of respondents participating in voluntary work, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.030	0.005	0.020	0.040	0.173	2.262	2562	0.021	0.004	0.013	0.028	0.187	1.668	2775
Rural	0.034	0.004	0.026	0.043	0.129	2.660	3780	0.006	0.001	0.003	0.008	0.240	1.379	4562
Slum	0.040	0.012	0.018	0.063	0.287	2.491	607	0.018	0.007	0.004	0.031	0.401	2.063	743
Region														
Urban governorates	0.020	0.004	0.012	0.027	0.204	1.409	1668	0.014	0.003	0.008	0.020	0.220	1.059	1711
Urban Lower Egypt	0.039	0.010	0.020	0.059	0.253	2.170	727	0.015	0.007	0.001	0.028	0.482	2.842	838
Rural Lower Egypt	0.030	0.006	0.019	0.041	0.183	2.493	1991	0.004	0.001	0.002	0.007	0.324	1.067	2319
Urban Upper Egypt	0.061	0.019	0.024	0.099	0.310	3.613	459	0.045	0.012	0.021	0.068	0.271	1.975	586
Rural Upper Egypt	0.041	0.007	0.026	0.055	0.182	2.835	1540	0.007	0.002	0.002	0.011	0.349	1.642	1987
Frontier governorates	0.018	0.007	0.003	0.032	0.415	0.409	564	0.004	0.002	0.000	0.009	0.562	0.173	639
Age group														
10-14	0.010	0.003	0.005	0.015	0.272	1.581	2041	0.003	0.001	0.001	0.006	0.354	0.881	2012
15-17	0.025	0.005	0.016	0.035	0.197	1.249	1198	0.014	0.005	0.005	0.023	0.325	1.803	1289
18-24	0.046	0.006	0.034	0.058	0.135	2.519	2447	0.017	0.003	0.012	0.023	0.174	1.380	2888
25-29	0.052	0.008	0.037	0.068	0.149	1.721	1263	0.010	0.002	0.005	0.015	0.242	0.885	1891
Educational level														
Illiterate	0.017	0.011	-0.004	0.038	0.635	1.597	224	0.000	0.000	0.000	0.001	1.002	0.164	944
Read and write	0.012	0.004	0.004	0.020	0.327	1.576	1120	0.000	0.000	0.000	0.001	0.708	0.192	1053
Elementary school	0.016	0.004	0.009	0.023	0.231	1.587	1655	0.008	0.003	0.003	0.013	0.307	1.302	1698
Middle school	0.027	0.005	0.016	0.037	0.201	1.545	1294	0.010	0.004	0.002	0.017	0.388	1.747	1327
General high school	0.064	0.012	0.041	0.088	0.182	1.598	626	0.036	0.010	0.017	0.055	0.263	1.456	606
Vocational high school	0.058	0.009	0.041	0.075	0.151	2.322	1421	0.007	0.002	0.002	0.012	0.332	1.130	1700
Post-secondary institute	0.054	0.035	-0.016	0.123	0.660	3.250	115	0.035	0.025	-0.014	0.083	0.707	2.029	137
University and above	0.046	0.010	0.025	0.066	0.225	1.321	494	0.045	0.010	0.026	0.064	0.219	1.169	615
Wealth quintile														
Lowest	0.038	0.008	0.023	0.054	0.203	2.491	1245	0.002	0.001	0.000	0.005	0.604	1.191	1574
Second	0.031	0.006	0.018	0.043	0.205	2.098	1344	0.007	0.002	0.002	0.011	0.358	1.299	1643
Middle	0.033	0.006	0.022	0.045	0.178	1.901	1510	0.005	0.002	0.002	0.009	0.339	0.970	1674
Fourth	0.030	0.005	0.020	0.040	0.166	1.309	1492	0.017	0.004	0.009	0.024	0.236	1.384	1678
Highest	0.035	0.006	0.024	0.047	0.170	1.407	1358	0.028	0.006	0.017	0.039	0.197	1.493	1511

Table (20): Indicator: Proportion of respondents participating in a group for social work, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.091	0.009	0.074	0.108	0.096	2.240	2562	0.069	0.009	0.052	0.086	0.125	2.672	2775
Rural	0.050	0.005	0.040	0.060	0.102	2.474	3780	0.016	0.003	0.011	0.021	0.163	1.886	4562
Slum	0.066	0.013	0.041	0.091	0.194	1.898	607	0.037	0.010	0.017	0.057	0.281	2.160	743
Region														
Urban governorates	0.106	0.012	0.083	0.128	0.109	2.372	1668	0.085	0.012	0.061	0.108	0.144	2.912	1711
Urban Lower Egypt	0.080	0.013	0.055	0.105	0.160	1.851	727	0.036	0.008	0.020	0.053	0.226	1.605	838
Rural Lower Egypt	0.056	0.007	0.043	0.069	0.116	1.927	1991	0.020	0.004	0.012	0.029	0.211	2.144	2319
Urban Upper Egypt	0.036	0.011	0.015	0.058	0.304	1.975	459	0.043	0.013	0.018	0.069	0.301	2.368	586
Rural Upper Egypt	0.044	0.008	0.028	0.061	0.187	3.290	1540	0.011	0.003	0.006	0.017	0.249	1.391	1987
Frontier governorates	0.033	0.011	0.012	0.054	0.323	0.475	564	0.010	0.005	0.000	0.020	0.523	0.347	639
Age group														
10-14	0.061	0.006	0.048	0.073	0.104	1.518	2041	0.042	0.005	0.031	0.052	0.125	1.420	2012
15-17	0.086	0.010	0.067	0.105	0.112	1.458	1198	0.042	0.007	0.028	0.056	0.171	1.507	1289
18-24	0.061	0.006	0.049	0.073	0.102	1.927	2447	0.030	0.005	0.021	0.039	0.155	1.886	2888
25-29	0.059	0.008	0.044	0.074	0.129	1.460	1263	0.028	0.005	0.018	0.037	0.170	1.239	1891
Educational level														
Illiterate	0.018	0.013	-0.007	0.043	0.705	2.091	224	0.000	0.000	0.000	0.000	.	.	944
Read and write	0.061	0.009	0.044	0.078	0.141	1.538	1120	0.030	0.005	0.020	0.040	0.177	1.058	1053
Elementary school	0.055	0.007	0.043	0.068	0.118	1.487	1655	0.042	0.006	0.030	0.054	0.141	1.439	1698
Middle school	0.056	0.007	0.042	0.070	0.128	1.355	1294	0.030	0.005	0.019	0.041	0.182	1.213	1327
General high school	0.141	0.017	0.108	0.173	0.118	1.583	626	0.092	0.015	0.064	0.121	0.158	1.426	606
Vocational high school	0.030	0.005	0.019	0.040	0.182	1.671	1421	0.008	0.002	0.004	0.012	0.266	0.842	1700
Post-secondary institute	0.036	0.016	0.004	0.069	0.452	1.016	115	0.027	0.016	-0.005	0.059	0.593	1.109	137
University and above	0.160	0.020	0.121	0.199	0.124	1.608	494	0.097	0.017	0.065	0.130	0.171	1.650	615
Wealth quintile														
Lowest	0.027	0.007	0.012	0.041	0.274	3.144	1245	0.006	0.002	0.002	0.010	0.343	1.093	1574
Second	0.035	0.006	0.023	0.047	0.172	1.678	1344	0.016	0.005	0.006	0.025	0.311	2.347	1643
Middle	0.045	0.006	0.033	0.057	0.140	1.592	1510	0.018	0.004	0.010	0.026	0.232	1.513	1674
Fourth	0.076	0.009	0.059	0.094	0.119	1.773	1492	0.030	0.005	0.020	0.039	0.160	1.144	1678
Highest	0.154	0.013	0.130	0.179	0.082	1.617	1358	0.113	0.013	0.088	0.139	0.116	2.288	1511

Table (21): Indicator: Proportion of respondents (aged 18-29) who voted in any election, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.147	0.014	0.119	0.175	0.098	2.357	1426	0.084	0.009	0.066	0.102	0.110	1.460	1641
Rural	0.229	0.011	0.207	0.251	0.050	1.823	1937	0.123	0.008	0.106	0.140	0.069	1.569	2658
Slum	0.199	0.025	0.150	0.248	0.126	1.717	344	0.102	0.016	0.071	0.133	0.154	1.195	481
Region														
Urban governorates	0.108	0.015	0.079	0.136	0.136	2.203	965	0.043	0.009	0.026	0.060	0.199	1.596	1043
Urban Lower Egypt	0.259	0.031	0.199	0.320	0.119	2.377	400	0.129	0.018	0.094	0.164	0.139	1.416	529
Rural Lower Egypt	0.267	0.017	0.234	0.300	0.063	1.996	1100	0.143	0.011	0.122	0.164	0.076	1.267	1409
Urban Upper Egypt	0.164	0.030	0.105	0.223	0.182	2.237	249	0.150	0.023	0.105	0.194	0.151	1.309	349
Rural Upper Egypt	0.177	0.015	0.148	0.206	0.083	1.556	707	0.097	0.014	0.070	0.124	0.141	2.215	1109
Frontier governorates	0.227	0.034	0.161	0.294	0.149	0.459	286	0.113	0.032	0.051	0.175	0.278	0.640	341
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	.	.	.	.	.	.	0	.	.	.	.	.	.	0
18-24	0.134	0.008	0.117	0.150	0.062	1.728	2444	0.091	0.007	0.078	0.103	0.072	1.348	2888
25-29	0.333	0.016	0.301	0.364	0.048	1.654	1263	0.139	0.010	0.119	0.158	0.073	1.304	1891
Educational level														
Illiterate	0.114	0.029	0.058	0.170	0.250	1.564	184	0.044	0.009	0.026	0.062	0.209	1.289	780
Read and write	0.357	0.274	-0.181	0.896	0.767	1.004	4	0.000	0.000	0.000	0.000	.	.	5
Elementary school	0.186	0.023	0.140	0.232	0.126	1.731	397	0.054	0.013	0.029	0.079	0.233	1.193	454
Middle school	0.130	0.015	0.101	0.159	0.114	1.325	565	0.058	0.010	0.039	0.077	0.168	0.909	599
General high school	0.137	0.017	0.104	0.169	0.121	1.541	570	0.074	0.011	0.053	0.095	0.144	0.873	552
Vocational high school	0.210	0.013	0.185	0.235	0.061	1.600	1378	0.140	0.010	0.120	0.159	0.072	1.182	1638
Post-secondary institute	0.268	0.044	0.183	0.354	0.162	1.301	115	0.132	0.030	0.073	0.192	0.229	0.927	137
University and above	0.347	0.027	0.295	0.399	0.076	1.726	494	0.220	0.019	0.182	0.258	0.088	1.167	615
Wealth quintile														
Lowest	0.027	0.007	0.012	0.041	0.274	3.144	1245	0.006	0.002	0.002	0.010	0.343	1.093	1574
Second	0.035	0.006	0.023	0.047	0.172	1.678	1344	0.016	0.005	0.006	0.025	0.311	2.347	1643
Middle	0.045	0.006	0.033	0.057	0.140	1.592	1510	0.018	0.004	0.010	0.026	0.232	1.513	1674
Fourth	0.076	0.009	0.059	0.094	0.119	1.773	1492	0.030	0.005	0.020	0.039	0.160	1.144	1678
Highest	0.154	0.013	0.130	0.179	0.082	1.617	1358	0.113	0.013	0.088	0.139	0.116	2.288	1511

Table (22): Indicator: Proportion of respondents in sports club/youth center, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.846	0.015	0.817	0.876	0.018	4.290	2562	0.619	0.016	0.588	0.651	0.026	2.557	2775
Rural	0.861	0.009	0.843	0.879	0.011	3.213	3780	0.550	0.013	0.524	0.576	0.024	3.157	4562
Slum	0.857	0.023	0.811	0.903	0.027	3.191	607	0.622	0.026	0.571	0.674	0.042	2.097	743
Region														
Urban governorates	0.828	0.020	0.789	0.867	0.024	4.599	1668	0.637	0.017	0.605	0.670	0.026	1.831	1711
Urban Lower Egypt	0.896	0.019	0.859	0.932	0.021	3.077	727	0.652	0.027	0.599	0.705	0.041	2.665	838
Rural Lower Egypt	0.902	0.011	0.881	0.923	0.012	3.075	1991	0.607	0.015	0.577	0.637	0.025	2.252	2319
Urban Upper Egypt	0.839	0.030	0.782	0.897	0.035	3.694	459	0.539	0.041	0.459	0.620	0.076	3.924	586
Rural Upper Egypt	0.813	0.016	0.782	0.844	0.020	3.398	1540	0.487	0.023	0.441	0.533	0.048	4.310	1987
Frontier governorates	0.843	0.027	0.790	0.896	0.032	0.732	564	0.491	0.034	0.424	0.558	0.069	0.602	639
Age group														
10-14	0.927	0.008	0.911	0.942	0.008	1.921	2041	0.745	0.013	0.718	0.771	0.018	1.962	2012
15-17	0.905	0.010	0.885	0.925	0.011	1.425	1198	0.731	0.015	0.701	0.761	0.021	1.394	1289
18-24	0.809	0.012	0.785	0.832	0.015	2.675	2447	0.465	0.014	0.439	0.492	0.029	1.894	2888
25-29	0.799	0.015	0.770	0.828	0.019	1.897	1263	0.418	0.016	0.387	0.449	0.038	1.557	1891
Educational level														
Illiterate	0.736	0.040	0.658	0.815	0.054	1.879	224	0.371	0.027	0.319	0.423	0.072	2.368	944
Read and write	0.939	0.009	0.920	0.957	0.010	1.766	1120	0.771	0.016	0.739	0.803	0.021	1.661	1053
Elementary school	0.894	0.010	0.875	0.913	0.011	1.779	1655	0.687	0.014	0.659	0.715	0.021	1.570	1698
Middle school	0.871	0.013	0.846	0.896	0.015	2.053	1294	0.611	0.017	0.577	0.644	0.028	1.441	1327
General high school	0.828	0.020	0.788	0.868	0.025	2.046	626	0.620	0.024	0.573	0.668	0.039	1.380	606
Vocational high school	0.802	0.015	0.772	0.831	0.019	2.349	1421	0.423	0.017	0.390	0.456	0.040	1.678	1700
Post-secondary institute	0.785	0.047	0.693	0.876	0.059	1.684	115	0.421	0.044	0.335	0.508	0.104	0.899	137
University and above	0.776	0.024	0.728	0.824	0.031	1.859	494	0.495	0.024	0.448	0.541	0.048	1.161	615
Wealth quintile														
Lowest	0.852	0.013	0.826	0.878	0.015	2.070	1245	0.541	0.020	0.503	0.580	0.036	2.265	1574
Second	0.852	0.014	0.825	0.879	0.016	2.288	1344	0.531	0.018	0.496	0.566	0.034	1.962	1643
Middle	0.866	0.013	0.841	0.891	0.015	2.433	1510	0.588	0.016	0.557	0.620	0.027	1.646	1674
Fourth	0.857	0.013	0.831	0.883	0.016	2.182	1492	0.608	0.015	0.578	0.637	0.025	1.403	1678
Highest	0.850	0.015	0.820	0.881	0.018	2.495	1358	0.632	0.017	0.599	0.666	0.027	1.668	1511

Table (23): Indicator: Proportion of respondents (aged 15-29) agreeing that educating boys is more important than educating girls, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.334	0.022	0.289	0.378	0.067	4.065	1839	0.097	0.011	0.075	0.119	0.116	2.438	2079
Rural	0.357	0.018	0.321	0.393	0.051	4.766	2633	0.160	0.010	0.141	0.179	0.060	2.137	3409
Slum	0.350	0.041	0.269	0.431	0.118	4.055	436	0.101	0.014	0.074	0.128	0.137	1.143	580
Region														
Urban governorates	0.393	0.028	0.339	0.447	0.070	3.981	1220	0.082	0.012	0.058	0.106	0.148	2.217	1295
Urban Lower Egypt	0.177	0.024	0.131	0.223	0.133	2.311	518	0.081	0.014	0.054	0.107	0.168	1.568	651
Rural Lower Egypt	0.292	0.019	0.255	0.329	0.064	3.073	1436	0.118	0.010	0.098	0.138	0.086	1.640	1749
Urban Upper Egypt	0.416	0.059	0.299	0.533	0.143	6.282	323	0.160	0.028	0.105	0.216	0.176	2.549	443
Rural Upper Egypt	0.443	0.035	0.374	0.512	0.080	7.188	1016	0.205	0.018	0.171	0.240	0.085	2.636	1475
Frontier governorates	0.250	0.043	0.166	0.333	0.170	0.914	395	0.221	0.036	0.150	0.292	0.163	0.667	455
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	0.335	0.018	0.300	0.370	0.053	1.797	1198	0.142	0.012	0.118	0.165	0.085	1.437	1289
18-24	0.360	0.016	0.329	0.392	0.045	3.353	2447	0.131	0.008	0.115	0.148	0.064	1.621	2888
25-29	0.338	0.019	0.302	0.375	0.055	2.183	1263	0.132	0.009	0.114	0.151	0.072	1.196	1891
Educational level														
Illiterate	0.392	0.043	0.308	0.475	0.108	1.562	199	0.240	0.018	0.205	0.276	0.075	1.267	868
Read and write	0.104	0.101	-0.095	0.302	0.972	0.858	8	0.086	0.085	-0.081	0.253	0.986	0.914	9
Elementary school	0.400	0.025	0.352	0.448	0.061	2.213	763	0.185	0.015	0.155	0.215	0.082	1.129	834
Middle school	0.377	0.020	0.339	0.416	0.052	2.306	1282	0.119	0.011	0.097	0.141	0.095	1.432	1299
General high school	0.267	0.023	0.223	0.312	0.084	1.854	626	0.085	0.014	0.057	0.112	0.168	1.494	606
Vocational high school	0.358	0.019	0.321	0.396	0.053	2.655	1421	0.111	0.010	0.092	0.130	0.087	1.398	1700
Post-secondary institute	0.451	0.055	0.343	0.560	0.122	1.657	115	0.078	0.024	0.031	0.126	0.310	0.944	137
University and above	0.236	0.023	0.190	0.282	0.099	1.679	494	0.081	0.012	0.058	0.104	0.147	1.018	615
Wealth quintile														
Lowest	0.386	0.026	0.336	0.437	0.067	2.966	829	0.202	0.015	0.173	0.230	0.072	1.376	1153
Second	0.379	0.024	0.331	0.426	0.064	2.902	959	0.160	0.013	0.134	0.186	0.083	1.444	1242
Middle	0.364	0.021	0.323	0.406	0.058	2.492	1075	0.133	0.012	0.109	0.156	0.090	1.390	1262
Fourth	0.327	0.020	0.288	0.365	0.061	2.046	1091	0.103	0.010	0.084	0.123	0.096	1.146	1262
Highest	0.277	0.022	0.235	0.320	0.078	2.235	954	0.068	0.010	0.048	0.088	0.151	1.649	1149

Table (24): Indicator: Proportion of respondents (aged 15-29) agreeing that a woman has the right to ask for divorce, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.608	0.022	0.564	0.651	0.036	3.686	1839	0.745	0.015	0.714	0.775	0.021	2.096	2079
Rural	0.553	0.017	0.519	0.587	0.031	3.879	2633	0.676	0.016	0.645	0.707	0.023	3.529	3409
Slum	0.542	0.046	0.452	0.631	0.085	4.587	436	0.771	0.032	0.708	0.834	0.042	3.190	580
Region														
Urban governorates	0.624	0.026	0.573	0.675	0.042	3.584	1220	0.768	0.014	0.741	0.796	0.018	1.235	1295
Urban Lower Egypt	0.588	0.040	0.510	0.667	0.068	4.001	518	0.733	0.035	0.665	0.801	0.047	3.841	651
Rural Lower Egypt	0.575	0.025	0.526	0.624	0.044	4.613	1436	0.691	0.022	0.648	0.735	0.032	3.877	1749
Urban Upper Egypt	0.536	0.055	0.429	0.643	0.102	5.158	323	0.735	0.038	0.659	0.810	0.052	3.255	443
Rural Upper Egypt	0.532	0.023	0.486	0.578	0.044	3.135	1016	0.660	0.023	0.615	0.705	0.034	3.218	1475
Frontier governorates	0.354	0.057	0.242	0.466	0.161	1.353	395	0.669	0.029	0.612	0.727	0.044	0.341	455
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	0.532	0.019	0.495	0.569	0.035	1.796	1198	0.727	0.016	0.695	0.758	0.022	1.587	1289
18-24	0.570	0.016	0.538	0.601	0.028	3.042	2447	0.709	0.013	0.684	0.734	0.018	2.069	2888
25-29	0.602	0.019	0.566	0.639	0.031	2.092	1263	0.689	0.015	0.661	0.718	0.021	1.515	1891
Educational level														
Illiterate	0.366	0.043	0.281	0.450	0.118	1.645	199	0.540	0.027	0.486	0.593	0.051	2.155	868
Read and write	0.556	0.185	0.192	0.919	0.333	1.086	8	0.660	0.186	0.293	1.026	0.283	1.545	9
Elementary school	0.509	0.023	0.465	0.554	0.045	1.837	763	0.678	0.021	0.636	0.720	0.031	1.530	834
Middle school	0.556	0.019	0.519	0.593	0.034	2.083	1282	0.703	0.016	0.671	0.735	0.023	1.469	1299
General high school	0.616	0.025	0.566	0.665	0.041	1.935	626	0.804	0.018	0.768	0.840	0.023	1.210	606
Vocational high school	0.571	0.019	0.534	0.608	0.033	2.414	1421	0.727	0.016	0.696	0.757	0.021	1.783	1700
Post-secondary institute	0.775	0.045	0.686	0.864	0.059	1.589	115	0.806	0.033	0.743	0.870	0.040	0.783	137
University and above	0.661	0.025	0.611	0.711	0.038	1.598	494	0.806	0.019	0.770	0.843	0.023	1.181	615
Wealth quintile														
Lowest	0.495	0.023	0.450	0.541	0.047	2.253	829	0.595	0.022	0.552	0.638	0.036	2.026	1153
Second	0.534	0.024	0.488	0.581	0.044	2.630	959	0.680	0.019	0.643	0.716	0.027	1.750	1242
Middle	0.583	0.022	0.541	0.625	0.037	2.475	1075	0.711	0.018	0.675	0.746	0.025	1.766	1262
Fourth	0.625	0.020	0.586	0.664	0.032	1.921	1091	0.765	0.015	0.736	0.795	0.020	1.364	1262
Highest	0.610	0.022	0.566	0.653	0.036	1.943	954	0.789	0.015	0.761	0.818	0.019	1.296	1149

Table (25): Indicator: Proportion of respondents aged 15-29 agreeing a man is justified in beating his wife when she argues with him, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.281	0.017	0.248	0.314	0.060	2.517	1839	0.119	0.011	0.098	0.140	0.091	1.907	2079
Rural	0.372	0.015	0.343	0.402	0.041	3.203	2633	0.186	0.010	0.167	0.206	0.053	1.995	3409
Slum	0.378	0.035	0.310	0.446	0.092	2.770	436	0.159	0.023	0.114	0.204	0.144	2.152	580
Region														
Urban governorates	0.278	0.021	0.238	0.319	0.074	2.637	1220	0.101	0.012	0.077	0.125	0.122	1.904	1295
Urban Lower Egypt	0.318	0.026	0.266	0.369	0.082	1.915	518	0.107	0.019	0.070	0.143	0.175	2.305	651
Rural Lower Egypt	0.389	0.022	0.345	0.433	0.058	3.793	1436	0.124	0.012	0.101	0.146	0.093	2.065	1749
Urban Upper Egypt	0.364	0.044	0.279	0.450	0.120	3.558	323	0.228	0.026	0.177	0.280	0.115	1.677	443
Rural Upper Egypt	0.353	0.020	0.314	0.392	0.057	2.518	1016	0.258	0.017	0.226	0.291	0.064	1.989	1475
Frontier governorates	0.261	0.044	0.174	0.347	0.168	0.943	395	0.231	0.033	0.166	0.296	0.143	0.540	455
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	0.532	0.019	0.495	0.569	0.035	1.796	1198	0.727	0.016	0.695	0.758	0.022	1.587	1289
18-24	0.570	0.016	0.538	0.601	0.028	3.042	2447	0.709	0.013	0.684	0.734	0.018	2.069	2888
25-29	0.602	0.019	0.566	0.639	0.031	2.092	1263	0.689	0.015	0.661	0.718	0.021	1.515	1891
Educational level														
Illiterate	0.466	0.044	0.379	0.552	0.094	1.598	199	0.299	0.021	0.259	0.340	0.069	1.470	868
Read and write	0.125	0.118	-0.107	0.357	0.946	1.001	8	0.169	0.116	-0.060	0.397	0.689	0.962	9
Elementary school	0.396	0.022	0.352	0.439	0.056	1.832	763	0.206	0.016	0.174	0.237	0.078	1.162	834
Middle school	0.352	0.017	0.319	0.386	0.048	1.814	1282	0.137	0.011	0.115	0.159	0.083	1.293	1299
General high school	0.271	0.021	0.229	0.312	0.078	1.625	626	0.083	0.013	0.058	0.108	0.152	1.209	606
Vocational high school	0.376	0.017	0.342	0.410	0.046	2.123	1421	0.157	0.011	0.136	0.179	0.069	1.323	1700
Post-secondary institute	0.172	0.036	0.100	0.243	0.212	1.251	115	0.099	0.024	0.051	0.146	0.247	0.771	137
University and above	0.233	0.022	0.190	0.276	0.094	1.497	494	0.085	0.013	0.060	0.110	0.150	1.117	615
Wealth quintile														
Lowest	0.398	0.021	0.356	0.440	0.054	1.993	829	0.257	0.016	0.226	0.289	0.063	1.424	1153
Second	0.395	0.021	0.353	0.437	0.054	2.184	959	0.203	0.015	0.173	0.232	0.075	1.597	1242
Middle	0.358	0.019	0.320	0.396	0.054	2.119	1075	0.153	0.012	0.129	0.177	0.080	1.292	1262
Fourth	0.302	0.018	0.268	0.337	0.058	1.678	1091	0.100	0.010	0.080	0.120	0.101	1.225	1262
Highest	0.251	0.019	0.214	0.288	0.076	1.824	954	0.096	0.012	0.072	0.120	0.126	1.681	1149

Table (26): Indicator: Disability incidence, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.014	0.002	0.010	0.019	0.159	0.892	2562	0.010	0.002	0.005	0.014	0.241	1.278	2775
Rural	0.018	0.003	0.013	0.023	0.140	1.624	3780	0.008	0.002	0.005	0.011	0.186	1.256	4562
Slum	0.015	0.005	0.005	0.026	0.351	1.353	607	0.008	0.004	0.000	0.016	0.482	1.418	743
Region														
Urban governorates	0.014	0.003	0.009	0.020	0.200	0.963	1668	0.008	0.003	0.003	0.013	0.301	1.145	1711
Urban Lower Egypt	0.013	0.004	0.004	0.021	0.339	1.238	727	0.009	0.004	0.002	0.016	0.421	1.303	838
Rural Lower Egypt	0.015	0.003	0.009	0.021	0.193	1.372	1991	0.006	0.002	0.003	0.010	0.291	1.199	2319
Urban Upper Egypt	0.019	0.005	0.008	0.030	0.284	0.892	459	0.013	0.006	0.001	0.025	0.459	1.637	586
Rural Upper Egypt	0.022	0.005	0.013	0.031	0.202	1.867	1540	0.011	0.003	0.006	0.016	0.244	1.304	1987
Frontier governorates	0.009	0.004	0.001	0.018	0.473	0.279	564	0.006	0.003	-0.001	0.012	0.612	0.267	639
Age group														
10-14	0.012	0.003	0.006	0.017	0.231	1.362	2041	0.009	0.002	0.004	0.013	0.255	1.207	2012
15-17	0.009	0.003	0.003	0.015	0.330	1.197	1198	0.011	0.004	0.003	0.018	0.349	1.588	1289
18-24	0.018	0.003	0.012	0.025	0.178	1.695	2447	0.007	0.002	0.003	0.011	0.261	1.216	2888
25-29	0.028	0.005	0.018	0.038	0.177	1.250	1263	0.010	0.002	0.005	0.015	0.238	0.853	1891
Educational level														
Illiterate	0.178	0.032	0.116	0.240	0.177	1.564	224	0.032	0.006	0.019	0.045	0.202	1.049	944
Read and write	0.011	0.004	0.004	0.018	0.312	1.302	1120	0.007	0.003	0.002	0.013	0.396	1.215	1053
Elementary school	0.016	0.003	0.009	0.023	0.218	1.394	1655	0.012	0.003	0.006	0.019	0.257	1.368	1698
Middle school	0.008	0.002	0.003	0.012	0.294	0.927	1294	0.001	0.001	-0.001	0.003	0.709	0.799	1327
General high school	0.006	0.004	-0.001	0.013	0.631	1.566	626	0.004	0.003	-0.002	0.011	0.740	1.366	606
Vocational high school	0.014	0.003	0.007	0.020	0.235	1.260	1421	0.003	0.002	0.000	0.006	0.507	1.141	1700
Post-secondary institute	0.007	0.007	-0.007	0.022	0.993	0.960	115	0.007	0.007	-0.007	0.021	0.999	0.797	137
University and above	0.012	0.005	0.002	0.022	0.436	1.254	494	0.003	0.002	-0.001	0.007	0.709	0.782	615
Wealth quintile														
Lowest	0.023	0.005	0.014	0.033	0.204	1.497	1245	0.016	0.004	0.009	0.024	0.228	1.281	1574
Second	0.021	0.005	0.012	0.030	0.219	1.590	1344	0.005	0.002	0.001	0.008	0.383	1.017	1643
Middle	0.015	0.003	0.009	0.021	0.213	1.167	1510	0.011	0.003	0.006	0.017	0.258	1.185	1674
Fourth	0.012	0.003	0.006	0.018	0.246	1.105	1492	0.004	0.002	0.001	0.008	0.440	1.180	1678
Highest	0.012	0.003	0.006	0.019	0.246	1.016	1358	0.007	0.003	0.002	0.012	0.371	1.253	1511



Table (27): Indicator: Prevalence of chronic health conditions, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.030	0.004	0.022	0.038	0.134	1.380	2562	0.057	0.007	0.044	0.070	0.118	1.918	2775
Rural	0.047	0.005	0.036	0.058	0.116	2.975	3780	0.053	0.005	0.044	0.063	0.093	2.109	4562
Slum	0.059	0.016	0.027	0.091	0.274	3.381	607	0.040	0.007	0.027	0.053	0.169	0.853	743
Region														
Urban governorates	0.033	0.005	0.024	0.042	0.143	1.180	1668	0.053	0.008	0.038	0.069	0.147	1.863	1711
Urban Lower Egypt	0.056	0.015	0.027	0.086	0.263	3.422	727	0.039	0.007	0.026	0.053	0.175	1.040	838
Rural Lower Egypt	0.056	0.009	0.039	0.074	0.155	3.489	1991	0.034	0.005	0.025	0.043	0.134	1.476	2319
Urban Upper Egypt	0.024	0.008	0.008	0.040	0.342	1.623	459	0.074	0.016	0.043	0.105	0.214	2.108	586
Rural Upper Egypt	0.037	0.006	0.025	0.049	0.162	2.058	1540	0.077	0.009	0.058	0.095	0.122	2.411	1987
Frontier governorates	0.006	0.005	-0.003	0.014	0.800	0.481	564	0.032	0.011	0.010	0.055	0.356	0.546	639
Age group														
10-14	0.044	0.006	0.032	0.056	0.142	2.018	2041	0.056	0.006	0.044	0.067	0.107	1.425	2012
15-17	0.036	0.006	0.024	0.048	0.173	1.384	1198	0.048	0.007	0.035	0.061	0.138	1.124	1289
18-24	0.039	0.005	0.028	0.049	0.139	2.233	2447	0.058	0.006	0.047	0.068	0.095	1.402	2888
25-29	0.055	0.008	0.040	0.070	0.137	1.517	1263	0.046	0.005	0.036	0.057	0.113	0.942	1891
Educational level														
Illiterate	0.093	0.024	0.046	0.140	0.259	1.584	224	0.068	0.011	0.046	0.090	0.165	1.551	944
Read and write	0.055	0.010	0.036	0.075	0.182	2.300	1120	0.060	0.009	0.043	0.077	0.144	1.444	1053
Elementary school	0.039	0.005	0.029	0.049	0.133	1.304	1655	0.053	0.006	0.041	0.064	0.115	1.200	1698
Middle school	0.037	0.006	0.025	0.049	0.168	1.526	1294	0.046	0.006	0.034	0.058	0.136	1.059	1327
General high school	0.039	0.009	0.021	0.058	0.238	1.624	626	0.032	0.007	0.018	0.046	0.223	0.924	606
Vocational high school	0.044	0.008	0.029	0.059	0.171	2.205	1421	0.061	0.007	0.048	0.075	0.114	1.219	1700
Post-secondary institute	0.008	0.007	-0.007	0.022	0.993	0.979	115	0.026	0.016	-0.005	0.057	0.601	1.104	137
University and above	0.032	0.011	0.012	0.053	0.326	1.936	494	0.041	0.008	0.026	0.057	0.196	0.861	615
Wealth quintile														
Lowest	0.052	0.008	0.036	0.067	0.153	1.922	1245	0.069	0.008	0.053	0.085	0.116	1.485	1574
Second	0.051	0.007	0.037	0.065	0.142	1.683	1344	0.056	0.007	0.042	0.070	0.131	1.543	1643
Middle	0.036	0.007	0.023	0.049	0.182	2.132	1510	0.049	0.006	0.037	0.061	0.125	1.237	1674
Fourth	0.038	0.006	0.026	0.050	0.158	1.497	1492	0.053	0.007	0.040	0.066	0.124	1.263	1678
Highest	0.038	0.008	0.023	0.053	0.202	2.159	1358	0.038	0.006	0.027	0.049	0.153	1.220	1511

Table (28): Indicator: Proportion of respondents who are smokers, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.237	0.012	0.213	0.261	0.052	2.026	2562	0.023	0.003	0.016	0.029	0.142	1.061	2775
Rural	0.223	0.010	0.204	0.242	0.043	2.420	3780	0.018	0.002	0.014	0.022	0.122	1.159	4562
Slum	0.294	0.027	0.242	0.346	0.090	2.428	607	0.020	0.005	0.010	0.030	0.254	0.958	743
Region														
Urban governorates	0.254	0.014	0.227	0.282	0.055	1.748	1668	0.024	0.004	0.017	0.032	0.153	0.891	1711
Urban Lower Egypt	0.229	0.022	0.186	0.271	0.094	2.195	727	0.021	0.005	0.011	0.032	0.248	1.105	838
Rural Lower Egypt	0.239	0.013	0.214	0.264	0.053	2.146	1991	0.015	0.003	0.010	0.021	0.178	1.143	2319
Urban Upper Egypt	0.272	0.034	0.205	0.339	0.126	3.395	459	0.018	0.007	0.005	0.032	0.380	1.537	586
Rural Upper Egypt	0.203	0.015	0.174	0.233	0.075	2.878	1540	0.020	0.004	0.013	0.027	0.173	1.213	1987
Frontier governorates	0.224	0.026	0.173	0.275	0.116	0.517	564	0.019	0.006	0.008	0.030	0.298	0.222	639
Age group														
10-14	0.000	0.000	0.000	0.000	.	.	2041	0.000	0.000	0.000	0.000	.	.	2012
15-17	0.114	0.010	0.095	0.133	0.086	1.165	1198	0.019	0.004	0.010	0.027	0.231	1.206	1289
18-24	0.341	0.012	0.317	0.366	0.036	1.963	2447	0.030	0.004	0.023	0.037	0.118	1.114	2888
25-29	0.485	0.018	0.450	0.520	0.037	1.781	1263	0.029	0.004	0.020	0.037	0.148	0.976	1891
Educational level														
Illiterate	0.397	0.037	0.323	0.470	0.094	1.340	224	0.023	0.006	0.012	0.034	0.238	1.061	944
Read and write	0.002	0.001	-0.001	0.004	0.714	0.978	1120	0.000	0.000	0.000	0.000	.	.	1053
Elementary school	0.161	0.012	0.138	0.183	0.071	1.785	1655	0.010	0.002	0.005	0.014	0.251	1.002	1698
Middle school	0.288	0.016	0.257	0.318	0.054	1.666	1294	0.026	0.005	0.017	0.035	0.173	0.937	1327
General high school	0.172	0.019	0.136	0.209	0.108	1.707	626	0.028	0.007	0.013	0.042	0.265	1.125	606
Vocational high school	0.421	0.017	0.389	0.454	0.039	1.870	1421	0.027	0.005	0.018	0.036	0.165	1.107	1700
Post-secondary institute	0.296	0.051	0.196	0.397	0.173	1.660	115	0.048	0.017	0.014	0.082	0.358	0.731	137
University and above	0.277	0.024	0.230	0.324	0.086	1.548	494	0.034	0.008	0.018	0.050	0.243	1.079	615
Wealth quintile														
Lowest	0.236	0.015	0.206	0.265	0.064	1.904	1245	0.020	0.004	0.012	0.028	0.208	1.289	1574
Second	0.264	0.015	0.236	0.293	0.055	1.683	1344	0.020	0.004	0.013	0.027	0.187	1.089	1643
Middle	0.256	0.014	0.229	0.284	0.055	1.836	1510	0.018	0.003	0.011	0.024	0.187	0.973	1674
Fourth	0.242	0.014	0.215	0.269	0.056	1.547	1492	0.018	0.004	0.011	0.025	0.196	1.043	1678
Highest	0.158	0.012	0.135	0.180	0.073	1.338	1358	0.022	0.004	0.014	0.030	0.188	1.044	1511

Table (29): Indicator: Proportion of respondents (aged 15-29) who have tried drugs, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.033	0.005	0.022	0.044	0.164	1.653	1839	0.001	0.001	-0.001	0.001	1.000	0.810	2079
Rural	0.021	0.004	0.014	0.027	0.170	1.981	2633	0.002	0.001	0.000	0.004	0.430	1.228	3409
Slum	0.048	0.014	0.021	0.076	0.288	2.286	436	0.000	0.000	0.000	0.000	.	.	580
Region														
Urban governorates	0.034	0.007	0.021	0.048	0.204	1.847	1220	0.000	0.000	0.000	0.000	.	.	1295
Urban Lower Egypt	0.040	0.012	0.017	0.062	0.291	2.136	518	0.000	0.000	0.000	0.000	.	.	651
Rural Lower Egypt	0.026	0.005	0.016	0.036	0.203	1.970	1436	0.001	0.001	-0.001	0.003	0.998	1.711	1749
Urban Upper Egypt	0.037	0.012	0.015	0.060	0.309	1.592	323	0.002	0.002	-0.002	0.006	1.001	0.812	443
Rural Upper Egypt	0.013	0.004	0.005	0.022	0.337	2.178	1016	0.004	0.002	0.000	0.007	0.464	1.060	1475
Frontier governorates	0.045	0.012	0.022	0.068	0.260	0.300	395	0.000	0.000	0.000	0.000	.	.	455
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	0.009	0.003	0.003	0.015	0.337	1.274	1198	0.002	0.002	-0.001	0.005	0.750	1.420	1289
18-24	0.030	0.004	0.022	0.038	0.140	1.768	2447	0.001	0.001	0.000	0.003	0.610	1.225	2888
25-29	0.038	0.007	0.025	0.051	0.170	1.636	1263	0.001	0.001	0.000	0.003	0.705	0.811	1891
Educational level														
Illiterate	0.031	0.018	-0.004	0.066	0.579	2.219	199	0.001	0.001	-0.001	0.003	1.000	0.818	868
Read and write	0.000	0.000	0.000	0.000	.	.	8	0.000	0.000	0.000	0.000	.	.	9
Elementary school	0.040	0.009	0.023	0.057	0.221	1.806	763	0.000	0.000	0.000	0.000	.	.	834
Middle school	0.023	0.005	0.014	0.032	0.203	1.370	1282	0.004	0.002	0.000	0.007	0.533	1.182	1299
General high school	0.024	0.008	0.010	0.039	0.307	1.683	626	0.000	0.000	0.000	0.000	.	.	606
Vocational high school	0.031	0.005	0.021	0.041	0.169	1.521	1421	0.002	0.001	-0.001	0.004	0.744	1.371	1700
Post-secondary institute	0.017	0.011	-0.005	0.039	0.661	1.018	115	0.000	0.000	0.000	0.000	.	.	137
University and above	0.012	0.005	0.003	0.021	0.371	0.955	494	0.000	0.000	0.000	0.000	.	.	615
Wealth quintile														
Lowest	0.028	0.008	0.014	0.043	0.263	2.127	829	0.002	0.002	-0.001	0.006	0.739	1.355	1153
Second	0.023	0.005	0.013	0.033	0.217	1.291	959	0.002	0.002	-0.001	0.006	0.750	1.426	1242
Middle	0.027	0.006	0.016	0.038	0.201	1.470	1075	0.000	0.000	0.000	0.000	.	.	1262
Fourth	0.036	0.008	0.021	0.051	0.214	1.929	1091	0.002	0.001	-0.001	0.004	0.702	0.800	1262
Highest	0.021	0.005	0.011	0.031	0.249	1.248	954	0.001	0.001	-0.001	0.002	0.993	0.798	1149

Table (30): Indicator: Proportion of girls who have undergone FGM							
	Estimate	SE	95% C.I		CV	Design effect	count
LowerUpper							
Location							
urban	0.685	0.019	0.648	0.722	0.028	3.693	2455
rural	0.893	0.008	0.878	0.909	0.009	2.895	4280
slum	0.757	0.025	0.708	0.806	0.033	2.502	694
Region							
Urban Governorates	0.616	0.025	0.568	0.664	0.040	3.722	1491
Urban Lower Egypt	0.740	0.026	0.688	0.792	0.036	3.046	785
Rural Lower Egypt	0.884	0.011	0.862	0.907	0.013	2.941	2187
Urban Upper Egypt	0.878	0.025	0.828	0.928	0.029	3.615	555
Rural Upper Egypt	0.906	0.011	0.885	0.928	0.012	2.868	1882
Frontier Governorates	0.634	0.061	0.514	0.755	0.097	1.865	529
Age groups							
10-14	0.644	0.016	0.613	0.674	0.024	2.000	1592
15-17	0.818	0.014	0.790	0.846	0.017	1.683	1226
18-24	0.874	0.009	0.856	0.891	0.010	1.991	2783
25-29	0.921	0.009	0.904	0.937	0.009	1.600	1828
Education level							
Illiterate	0.944	0.010	0.923	0.964	0.011	1.689	892
Read & Write	0.569	0.023	0.524	0.614	0.040	1.861	762
Elementary school	0.799	0.012	0.775	0.823	0.015	1.525	1546
Middle school	0.854	0.013	0.829	0.879	0.015	1.650	1277
General high school	0.717	0.023	0.671	0.762	0.033	1.560	569
Vocational high school	0.931	0.008	0.915	0.947	0.009	1.615	1663
Post-secondary institute	0.909	0.025	0.860	0.958	0.028	0.910	133
University & above	0.754	0.026	0.704	0.804	0.034	1.918	587
Wealth quintiles							
lowest	0.910	0.010	0.890	0.929	0.011	1.776	1470
second	0.896	0.010	0.877	0.915	0.011	1.641	1554
middle	0.881	0.010	0.862	0.899	0.011	1.354	1551
fourth	0.788	0.014	0.761	0.816	0.018	1.731	1539
highest	0.562	0.023	0.516	0.608	0.042	2.843	1315

Table (31): Indicator: Proportion of married respondents (aged 15-29), by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	0.099	0.008	0.084	0.114	0.076	1.468	2479	0.331	0.014	0.303	0.359	0.043	2.052	2429
Rural	0.145	0.007	0.130	0.159	0.050	1.871	4238	0.468	0.011	0.446	0.489	0.023	1.944	3928
Slum	0.195	0.021	0.154	0.236	0.107	1.910	637	0.461	0.024	0.414	0.507	0.051	1.625	665
Region														
Urban governorates	0.111	0.010	0.092	0.130	0.088	1.474	1525	0.349	0.017	0.315	0.383	0.050	1.955	1478
Urban Lower Egypt	0.143	0.018	0.107	0.178	0.126	2.102	715	0.399	0.025	0.351	0.447	0.062	2.107	747
Rural Lower Egypt	0.151	0.010	0.131	0.170	0.065	1.763	2104	0.501	0.014	0.473	0.529	0.028	1.758	1962
Urban Upper Egypt	0.113	0.014	0.086	0.141	0.125	1.195	573	0.339	0.025	0.291	0.388	0.073	1.561	554
Rural Upper Egypt	0.135	0.011	0.114	0.157	0.081	2.029	1878	0.427	0.017	0.393	0.460	0.040	2.188	1740
Frontier governorates	0.186	0.023	0.141	0.231	0.122	0.415	559	0.453	0.031	0.392	0.513	0.068	0.451	541
Age group														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	0.000	0.000	0.000	0.000	.	.	1664	0.023	0.004	0.015	0.031	0.174	1.146	1592
18-24	0.057	0.004	0.048	0.065	0.077	1.389	3855	0.381	0.011	0.361	0.402	0.028	1.618	3400
25-29	0.421	0.014	0.393	0.450	0.034	1.555	1835	0.805	0.011	0.784	0.826	0.013	1.429	2030
Educational level														
Illiterate	0.267	0.028	0.212	0.322	0.105	1.192	320	0.646	0.019	0.609	0.682	0.029	1.412	962
Read and write	0.198	0.089	0.024	0.372	0.448	1.049	21	0.135	0.090	-0.042	0.312	0.665	1.104	15
Elementary school	0.155	0.013	0.130	0.180	0.082	1.412	1140	0.358	0.016	0.326	0.389	0.045	1.068	969
Middle school	0.079	0.007	0.065	0.093	0.089	1.245	1823	0.253	0.012	0.229	0.278	0.049	1.235	1533
General high school	0.020	0.005	0.010	0.030	0.257	1.219	892	0.108	0.012	0.085	0.132	0.111	1.194	785
Vocational high school	0.192	0.010	0.173	0.212	0.052	1.426	2266	0.603	0.014	0.576	0.631	0.023	1.579	1907
Post-secondary institute	0.173	0.033	0.108	0.238	0.191	1.452	183	0.525	0.043	0.441	0.609	0.081	1.112	147
University and above	0.144	0.015	0.114	0.173	0.104	1.311	709	0.432	0.021	0.391	0.473	0.048	1.266	704
Wealth quintile														
Lowest	0.136	0.010	0.115	0.156	0.076	1.321	1446	0.431	0.018	0.396	0.467	0.042	1.792	1333
Second	0.169	0.012	0.146	0.191	0.068	1.447	1513	0.490	0.016	0.459	0.520	0.032	1.392	1429
Middle	0.130	0.010	0.111	0.149	0.075	1.422	1679	0.427	0.016	0.397	0.458	0.036	1.471	1477
Fourth	0.140	0.010	0.121	0.160	0.070	1.189	1496	0.424	0.015	0.395	0.453	0.035	1.290	1455
Highest	0.093	0.010	0.073	0.113	0.110	1.503	1220	0.336	0.018	0.302	0.370	0.052	1.797	1328

Table (32): Indicator: Proportion of married youth who live with their parents (male 18-29, female 15-29)														
	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	count	Estimate	SE	95% C.I		CV	Design effect	count
			Lower	Upper						Lower	Upper			
Location														
urban	0.228	0.033	0.163	0.292	0.144	1.142	212	0.190	0.020	0.151	0.228	0.104	1.789	779
rural	0.467	0.030	0.408	0.525	0.063	1.581	447	0.428	0.018	0.393	0.463	0.042	2.301	1704
slum	0.199	0.041	0.118	0.281	0.208	1.160	99	0.235	0.027	0.182	0.287	0.114	1.276	295
Region														
Urban Governorates	0.201	0.035	0.132	0.269	0.174	1.097	143	0.182	0.022	0.140	0.225	0.119	1.549	487
Urban Lower Egypt	0.151	0.036	0.080	0.223	0.240	0.989	86	0.145	0.025	0.096	0.194	0.172	1.623	290
Rural Lower Egypt	0.433	0.034	0.366	0.500	0.079	1.313	245	0.378	0.024	0.332	0.425	0.062	2.435	920
Urban Upper Egypt	0.381	0.083	0.219	0.543	0.217	1.267	42	0.363	0.045	0.273	0.452	0.125	1.593	171
Rural Upper Egypt	0.521	0.057	0.409	0.633	0.110	2.169	159	0.500	0.029	0.443	0.556	0.057	2.360	689
Frontier Governorates	0.446	0.071	0.307	0.585	0.159	0.368	83	0.308	0.057	0.195	0.421	0.187	0.745	221
Age groups														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	.	.	.	.	.	.	0	0.495	0.089	0.319	0.670	0.181	1.051	34
18-24	0.399	0.044	0.312	0.485	0.111	1.173	152	0.400	0.018	0.365	0.435	0.045	1.571	1169
25-29	0.361	0.022	0.317	0.405	0.062	1.304	606	0.303	0.014	0.274	0.331	0.047	1.547	1575
Education level														
Illiterate	0.458	0.062	0.336	0.580	0.136	0.926	65	0.484	0.024	0.437	0.531	0.049	1.281	582
Read & Write	0.000	0.000	0.000	0.000	.	.	1	0.000	0.000	0.000	0.000	.	.	2
Elementary school	0.419	0.046	0.329	0.508	0.109	1.130	131	0.354	0.028	0.300	0.409	0.078	1.108	327
Middle school	0.346	0.047	0.254	0.438	0.135	1.041	111	0.436	0.028	0.381	0.490	0.063	1.109	365
General high school	0.204	0.119	-0.029	0.437	0.581	1.010	12	0.208	0.052	0.106	0.311	0.251	1.207	74
Vocational high school	0.376	0.031	0.316	0.436	0.081	1.297	333	0.321	0.018	0.286	0.356	0.056	1.605	1070
Post-secondary institute	0.231	0.095	0.043	0.418	0.414	1.460	28	0.174	0.048	0.080	0.267	0.274	1.179	73
University & above	0.291	0.054	0.184	0.397	0.187	1.111	77	0.129	0.022	0.087	0.171	0.167	1.194	285
Wealth quintiles														
lowest	0.480	0.049	0.383	0.576	0.102	1.289	139	0.519	0.026	0.469	0.570	0.050	1.443	541
second	0.432	0.040	0.353	0.511	0.093	1.208	184	0.396	0.023	0.351	0.441	0.057	1.428	649
middle	0.420	0.042	0.337	0.503	0.101	1.159	159	0.395	0.025	0.346	0.445	0.064	1.554	576
fourth	0.325	0.038	0.251	0.398	0.116	1.101	174	0.248	0.021	0.208	0.289	0.083	1.292	572
highest	0.088	0.028	0.033	0.144	0.318	0.959	102	0.111	0.017	0.077	0.144	0.156	1.298	440

Table (33): Indicator: Married respondents' estimate of ideal number of children, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	2.610	0.032	2.540	2.670	0.012	1.460	1603	2.430	0.026	2.380	2.480	0.011	1.111	1266
Rural	2.780	0.029	2.720	2.830	0.011	2.141	2139	2.640	0.028	2.590	2.700	0.010	1.350	1642
Slum	2.510	0.057	2.400	2.620	0.023	1.744	332	2.420	0.054	2.310	2.520	0.023	1.392	276
Region														
Urban governorates	2.540	0.044	2.450	2.630	0.017	1.648	1072	2.350	0.030	2.290	2.400	0.013	1.162	796
Urban Lower Egypt	2.510	0.038	2.440	2.590	0.015	1.212	418	2.380	0.044	2.290	2.470	0.019	1.374	347
Rural Lower Egypt	2.620	0.039	2.540	2.700	0.015	2.464	1157	2.460	0.032	2.400	2.520	0.013	1.378	797
Urban Upper Egypt	2.790	0.058	2.680	2.900	0.021	1.640	279	2.710	0.071	2.570	2.850	0.026	1.317	263
Rural Upper Egypt	2.950	0.043	2.860	3.030	0.015	1.994	850	2.830	0.045	2.740	2.910	0.016	1.411	758
Frontier governorates	3.090	0.101	2.900	3.290	0.033	0.474	298	2.820	0.092	2.640	3.000	0.032	0.359	223
Age group														
10-14														
15-17	2.650	0.032	2.590	2.710	0.012	1.330	1172	2.550	0.029	2.490	2.600	0.012	1.193	1207
18-24	2.720	0.025	2.670	2.770	0.009	1.629	2259	2.550	0.025	2.500	2.590	0.010	1.200	1671
25-29	2.670	0.051	2.570	2.770	0.019	1.645	643	2.530	0.058	2.410	2.640	0.023	1.246	306
Educational level														
Illiterate	2.790	0.111	2.570	3.010	0.040	1.066	118	2.940	0.077	2.790	3.100	0.026	1.141	271
Read and write	2.860	0.407	2.060	3.660	0.142	0.981	5	2.010	0.411	1.200	2.810	0.205	1.041	5
Elementary school	2.760	0.051	2.660	2.860	0.019	1.595	611	2.600	0.054	2.490	2.700	0.021	1.328	483
Middle school	2.690	0.031	2.630	2.750	0.012	1.256	1158	2.510	0.030	2.450	2.570	0.012	1.039	896
General high school	2.630	0.038	2.560	2.700	0.014	1.132	608	2.440	0.042	2.360	2.520	0.017	1.239	524
Vocational high school	2.740	0.038	2.660	2.810	0.014	1.528	1074	2.530	0.035	2.460	2.590	0.014	1.069	617
Post-secondary institute	2.690	0.159	2.380	3.000	0.059	2.098	87	2.420	0.086	2.260	2.590	0.035	0.709	63
University and above	2.550	0.047	2.460	2.640	0.018	1.491	413	2.490	0.045	2.400	2.580	0.018	1.008	325
Wealth quintile														
Lowest	2.850	0.049	2.750	2.950	0.017	1.763	670	2.780	0.056	2.670	2.890	0.020	1.598	590
Second	2.750	0.047	2.660	2.850	0.017	1.547	759	2.600	0.042	2.510	2.680	0.016	1.171	577
Middle	2.740	0.034	2.670	2.810	0.013	1.300	898	2.580	0.039	2.510	2.660	0.015	1.117	652
Fourth	2.620	0.036	2.550	2.690	0.014	1.239	905	2.450	0.032	2.390	2.520	0.013	1.042	669
Highest	2.490	0.031	2.430	2.560	0.013	1.178	842	2.340	0.029	2.280	2.400	0.012	1.014	696

Table (34): Indicator: Unmarried respondents' estimate of ideal number of children, by sex														
Characteristic	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	Count	Estimate	SE	95% C.I		CV	Design effect	Count
			Lower	Upper						Lower	Upper			
Location														
Urban	2.540	0.079	2.380	2.690	0.031	1.528	209	2.650	0.040	2.570	2.730	0.015	1.117	764
Rural	2.840	0.061	2.720	2.960	0.021	1.668	439	2.950	0.033	2.890	3.020	0.011	1.547	1668
Slum	2.650	0.080	2.490	2.810	0.030	1.506	99	2.640	0.055	2.530	2.750	0.021	1.179	289
Region														
Urban Governorates	2.510	0.094	2.330	2.700	0.037	1.685	143	2.530	0.040	2.450	2.610	0.016	1.182	486
Urban Lower Egypt	2.540	0.087	2.370	2.710	0.034	1.484	86	2.600	0.053	2.500	2.710	0.020	0.926	280
Rural Lower Egypt	2.710	0.077	2.560	2.860	0.029	1.836	244	2.720	0.030	2.660	2.780	0.011	1.304	907
Urban Upper Egypt	2.760	0.126	2.520	3.010	0.046	1.418	41	2.980	0.095	2.790	3.170	0.032	1.218	167
Rural Upper Egypt	3.020	0.100	2.820	3.210	0.033	1.569	155	3.280	0.068	3.150	3.410	0.021	1.874	669
Frontier Governorates	3.230	0.147	2.940	3.510	0.046	0.320	78	3.170	0.117	2.940	3.400	0.037	0.504	212
Age group														
10-14														
15-17								2.400	0.138	2.130	2.670	0.058	1.016	32
18-24	2.760	0.096	2.570	2.950	0.035	1.485	151	2.750	0.031	2.680	2.810	0.011	1.076	1145
25-29	2.740	0.049	2.650	2.840	0.018	1.643	596	2.930	0.032	2.870	2.990	0.011	1.276	1544
Educational level														
Illiterate	2.830	0.095	2.640	3.010	0.034	0.943	64	3.190	0.068	3.060	3.330	0.021	1.556	553
Read and write	3.000	0.000	3.000	3.000	0.000	.	1	3.000	0.000	3.000	3.000	0.000	.	2
Elementary school	2.680	0.078	2.530	2.840	0.029	1.370	131	2.860	0.066	2.730	2.990	0.023	1.092	325
Middle school	3.060	0.160	2.750	3.380	0.052	1.400	108	2.910	0.052	2.810	3.010	0.018	0.953	358
General high school	3.290	0.641	2.030	4.550	0.195	1.945	12	2.850	0.118	2.620	3.090	0.042	0.966	71
Vocational high school	2.660	0.053	2.560	2.770	0.020	1.488	327	2.720	0.028	2.670	2.780	0.010	1.079	1058
Post-secondary institute	2.790	0.172	2.450	3.130	0.062	1.159	27	2.610	0.110	2.390	2.820	0.042	0.955	71
University and above	2.620	0.136	2.360	2.890	0.052	1.502	77	2.570	0.061	2.450	2.690	0.024	0.975	283
Wealth quintile														
Lowest	3.030	0.131	2.780	3.290	0.043	1.499	137	3.140	0.071	3.000	3.280	0.023	1.539	522
Second	2.740	0.073	2.590	2.880	0.027	1.327	182	2.930	0.045	2.840	3.020	0.016	1.150	637
Middle	2.820	0.084	2.660	2.990	0.030	1.631	156	2.870	0.040	2.790	2.950	0.014	1.104	561
Fourth	2.530	0.072	2.390	2.670	0.028	1.488	170	2.670	0.036	2.600	2.740	0.013	0.966	563
Highest	2.560	0.091	2.380	2.730	0.036	1.037	102	2.540	0.048	2.450	2.630	0.019	0.995	438



Table (35): Indicator: Average age at marriage														
	Male							Female						
	Estimate	SE	95% C.I		CV	Design effect	count	Estimate	SE	95% C.I		CV	Design effect	count
			Lower	Upper						Lower	Upper			
Location														
urban	23.050	0.247	22.570	23.540	0.011	1.158	212	20.070	0.133	19.810	20.330	0.007	1.365	778
rural	22.220	0.142	21.940	22.500	0.006	1.423	445	18.510	0.079	18.360	18.670	0.004	1.609	1704
slum	23.300	0.260	22.790	23.820	0.011	1.488	99	19.480	0.150	19.190	19.780	0.008	1.114	295
Region														
Urban Governorates	23.200	0.306	22.600	23.800	0.013	1.303	143	20.090	0.170	19.760	20.420	0.008	1.607	487
Urban Lower Egypt	23.170	0.238	22.700	23.640	0.010	1.057	86	19.820	0.159	19.500	20.130	0.008	1.158	290
Rural Lower Egypt	22.400	0.179	22.040	22.750	0.008	1.414	245	18.860	0.098	18.670	19.050	0.005	1.458	920
Urban Upper Egypt	22.980	0.451	22.090	23.860	0.020	1.377	42	19.470	0.201	19.080	19.870	0.010	0.820	171
Rural Upper Egypt	21.990	0.233	21.530	22.440	0.011	1.439	157	18.030	0.133	17.770	18.290	0.007	1.934	689
Frontier Governorates	22.410	0.334	21.760	23.070	0.015	0.289	83	19.140	0.261	18.630	19.660	0.014	0.484	220
Age groups														
10-14	.	.	.	.	.	.	0	.	.	.	.	.	.	0
15-17	.	.	.	.	.	.	0	15.430	0.230	14.980	15.880	0.015	1.595	34
18-24	20.290	0.168	19.960	20.620	0.008	1.074	151	18.210	0.071	18.070	18.350	0.004	1.409	1169
25-29	23.100	0.117	22.870	23.330	0.005	1.295	605	19.690	0.086	19.520	19.860	0.004	1.250	1574
Education level														
Illiterate	21.820	0.407	21.020	22.620	0.019	1.107	64	17.610	0.144	17.330	17.900	0.008	1.618	582
Read & Write	18.000	0.000	18.000	18.000	0.000	.	1	18.550	1.767	15.080	22.030	0.095	1.051	2
Elementary school	22.490	0.235	22.030	22.950	0.010	1.123	131	18.590	0.161	18.270	18.900	0.009	1.099	327
Middle school	21.670	0.268	21.150	22.200	0.012	1.067	111	17.930	0.160	17.620	18.250	0.009	1.321	365
General high school	22.350	0.691	20.990	23.710	0.031	1.113	12	18.880	0.260	18.370	19.390	0.014	1.034	74
Vocational high school	22.660	0.163	22.340	22.980	0.007	1.276	333	19.320	0.077	19.170	19.470	0.004	1.221	1069
Post-secondary institute	23.360	0.489	22.390	24.320	0.021	1.043	27	20.930	0.242	20.460	21.410	0.012	0.950	73
University & above	23.880	0.269	23.350	24.410	0.011	1.239	77	22.040	0.136	21.770	22.300	0.006	1.097	285
Wealth quintiles														
lowest	21.660	0.255	21.150	22.160	0.012	1.369	138	18.060	0.135	17.790	18.320	0.008	1.469	541
second	22.120	0.195	21.730	22.500	0.009	0.954	183	18.400	0.114	18.170	18.620	0.006	1.257	649
middle	22.810	0.211	22.390	23.220	0.009	1.337	159	18.780	0.120	18.540	19.020	0.006	1.162	575
fourth	22.900	0.210	22.480	23.310	0.009	1.323	174	19.490	0.110	19.270	19.700	0.006	1.076	572
highest	23.860	0.317	23.230	24.480	0.013	0.952	102	20.900	0.137	20.630	21.170	0.007	1.100	440

Table (36): Indicator: Proportion of females married before age 18							
Characteristic	Female						Count
	Estimate	SE	95% C.I		CV	Design effect	
			Lower	Upper			
Location							
Urban	0.085	0.008	0.069	0.100	0.094	1.071	1495
Rural	0.182	0.008	0.166	0.198	0.045	1.354	2886
Slum	0.136	0.015	0.107	0.165	0.109	0.914	465
Region							
Urban governorates	0.088	0.010	0.069	0.107	0.110	1.052	919
Urban Lower Egypt	0.100	0.014	0.073	0.128	0.140	1.133	481
Rural Lower Egypt	0.155	0.011	0.134	0.176	0.068	1.434	1507
Urban Upper Egypt	0.126	0.017	0.092	0.159	0.136	0.901	321
Rural Upper Egypt	0.216	0.013	0.191	0.242	0.061	1.336	1211
Frontier governorates	0.127	0.019	0.089	0.165	0.153	0.313	407
Age group							
10-14	0.000	0.000	0.000	0.000	—	—	2012
15-17	0.974	0.026	0.922	1.025	0.027	0.843	35
18-24	0.344	0.016	0.313	0.376	0.047	1.244	1219
25-29	0.238	0.012	0.214	0.262	0.052	1.135	1580
Educational level							
Illiterate	0.453	0.022	0.409	0.497	0.050	1.199	660
Read and write	0.001	0.001	-0.001	0.002	1.002	0.904	1046
Elementary school	0.084	0.008	0.069	0.099	0.091	1.005	1193
Middle school	0.409	0.030	0.350	0.467	0.073	1.307	406
General high school	0.267	0.050	0.168	0.366	0.189	0.910	81
Vocational high school	0.188	0.013	0.161	0.214	0.071	1.143	1090
Post-secondary institute	0.003	0.003	-0.003	0.008	1.005	0.185	77
University and above	0.010	0.006	-0.001	0.022	0.572	0.863	293
Wealth quintile							
Lowest	18.060	0.135	17.790	18.320	0.008	1.469	541
Second	18.400	0.114	18.170	18.620	0.006	1.257	649
Middle	18.780	0.120	18.540	19.020	0.006	1.162	575
Fourth	19.490	0.110	19.270	19.700	0.006	1.076	572
Highest	20.900	0.137	20.630	21.170	0.007	1.100	440

## **APPENDIX C: THE DESIGN OF THE SYPE SAMPLE AND THE CALCULATION OF SAMPLING WEIGHTS**

The sample of the Survey of Young People in Egypt 2009 (SYPE) was designed in such a way as to be representative at the national as well as regional levels. The sample size of approximately 17,000 young people between the ages of 10 and 29 was selected to provide estimates of key indicators related to adolescents and youth for the country as a whole and for four administrative regions (Urban governorates, Lower Egypt governorates, Upper Egypt governorates and the Frontier governorates), and, where relevant, for the urban and rural segments of these regions. These indicators include never enrollment rates, dropout rates, the incidence of child labor, and unemployment rates. Based on previous statistics about the incidence of young people in the relevant age and sex groups, we determined that a nationally-representative sample of 11,000 households would be sufficient. To obtain accurate estimates for the Frontier governorates, these governorates had to be oversampled. As a result, the SYPE is not a self-weighted sample and weights are needed to obtain the correct estimates. The weights are derived in Section 2 below.

### **C.1 Sample Design**

#### **Sample Frame**

The SYPE sample was designed as a multi-stage stratified cluster sample. The primary sampling units (PSUs) were selected from a CAPMAS master sample. The master sample is a stratified cluster sample that contains 2,400 PSUs, divided into 1,080 urban and 1,320 rural PSUs. These PSUs are drawn from a frame of enumeration areas (EAs) covering the entire country prepared by CAPMAS from the 2006 Population Census. Each EA is drawn up in such a way as to contain roughly 1500 dwelling units. The sample is stratified into governorates and each governorate is further stratified into urban and rural segments, where relevant. The distribution of PSUs across strata in the master sample reflects the distribution of the population so as to produce a self-weighted sample.

To achieve a fairly wide geographic dispersion in the SYPE sample and thus minimize the design effect, we set the number of households per cluster to 25. To obtain these 25 households, 25 dwelling units were systematically selected from the roughly 1500 listed in each EA.<sup>64</sup> To get the sample size we needed, we set the number of required PSUs to 455, for a total sample size of 11,375 households. The distribution of PSUs across governorates and urban and rural areas in both the master sample and the SYPE sample are shown in Table 1. The final sample of households interviewed was made up of 11,372 households, which yielded a total of 15,029 young people aged 10-29.

As shown in Table 1, the PSU's in the SYPE sample were drawn from the EA's in the master sample at a rate of roughly 19%-20%. With the exception of the Frontier Governorates and the Luxor administrative area, the sampling rate varies in a relatively narrow range from 14% to 27%. To get good representation from the sparsely populated Frontier Governorates, we increased the sampling rate significantly, in some cases retaining all the PSU's in the master sample. Weights will be derived at the level of the administrative region to account for these varying sampling rates.

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<sup>64</sup> An additional 5 to 10 dwelling units per PSU were selected to allow for replacement in case the dwelling could not be located or was found vacant.

## Selecting the Urban Slums Sub-Sample

One of the objectives of SYPE is to obtain separate estimates for young people living in urban *slums* (referred to in the report chapters as *informal urban areas*). To make sure we had enough representation of urban slums, we used a study conducted by the Information and Decision Support Center of the Egyptian Cabinet of Ministers (IDSC) to classify urban PSU's in the CAPMAS master sample into slum and non-slum areas. Deciding how to allocate urban PSUs to slum and non-slum areas was not a straightforward exercise given the unreliability of the data on the population of the slum areas.

<b>Table 1: Distribution of primary sampling units across governorates and urban/rural areas in CAPMAS master sample And SYPE sample</b>									
<b>Governorate</b>	<b>Enumeration Areas in CAPMAS Master Sample</b>			<b>PSUs in SYPE Sample</b>			<b>Sampling Rate from Master Sample</b>		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
<b>Urban governorates</b>									
Cairo	285	285	0	55	55	0	19%	19%	--
Alexandria	149	149	0	25	25	0	17%	17%	--
Port Said	20	20	0	4	4	0	20%	20%	--
Suez	17	17	0	4	4	0	24%	24%	--
<b>Lower Egypt</b>									
Damietta	39	15	24	8	3	5	21%	20%	21%
Dakahlia	176	50	126	29	8	21	16%	16%	17%
Sharkia	175	42	133	29	7	22	17%	17%	17%
Qalioubia	145	56	89	21	8	13	14%	14%	15%
Kafr El Sheikh	85	20	65	17	4	13	20%	20%	20%
Gharbia	139	44	95	25	8	17	18%	18%	18%
Menoufia	107	23	84	21	5	16	20%	22%	19%
Behira	152	31	121	23	4	17	15%	13%	14%
Ismailia	31	15	16	8	4	4	26%	27%	25%
<b>Upper Egypt</b>									
Giza	215	130	85	34	21	13	16%	16%	15%
Beni Suef	69	17	52	13	3	10	19%	18%	19%
Fayoum	78	19	59	13	3	10	17%	16%	17%
Minya	128	26	102	23	4	17	18%	15%	17%
Assiut	101	28	73	17	5	12	17%	18%	16%
Souhag	114	25	89	21	5	16	18%	20%	18%
Qena	88	20	68	17	4	13	19%	20%	19%
Aswan	37	16	21	8	3	5	22%	19%	24%
Luxor	14	7	7	8	4	4	57%	57%	57%
<b>Frontier Governorates</b>									
Matrouh	8	6	2	8	6	2	100%	100%	100%
New Valley	6	3	3	6	3	3	100%	100%	100%
Red Sea	9	8	1	6	5	1	67%	63%	100%
North Sinai	10	6	4	9	5	4	90%	83%	100%
South Sinai	3	2	1	3	2	1	100%	100%	100%
<b>Total</b>	<b>2400</b>	<b>1080</b>	<b>1320</b>	<b>455</b>	<b>212</b>	<b>239</b>	<b>19%</b>	<b>20%</b>	<b>18%</b>

<b>Table 2: Distribution of urban slum areas nationally and in SYPE sample</b>								
<b>Governorate</b>	<b>National distribution of slum areas</b>		<b>Distribution of all urban PSU's in SYPE sample</b>		<b>Distribution of urban slum PSU's in SYPE sample</b>		<b>Distribution of urban non-slum PSUs in SYPE sample</b>	
	<b>Number</b>	<b>Percent</b>	<b>Urban</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Cairo	74	8%	55	26%	4	9%	51	30%
Alexandria	29	3%	25	12%	2	5%	23	14%
Port Said	3	0%	4	2%	0	0%	4	2%
Suez	3	0%	4	2%	0	0%	4	2%
Damietta	37	4%	3	1%	2	5%	1	1%
Dakahlia	119	12%	8	4%	6	14%	2	1%
Sharkia	82	9%	7	3%	4	9%	3	2%
Qalioubia	58	6%	8	4%	3	7%	5	3%
Kafr El Sheikh	49	5%	4	2%	3	7%	1	1%
Gharbia	48	5%	8	4%	3	7%	5	3%
Menoufia	45	5%	5	2%	2	5%	3	2%
Behira	71	7%	4	2%	4	9%	0	0%
Ismailia	12	1%	4	2%	1	2%	3	2%
Giza	29	3%	21	10%	2	5%	19	11%
Beni Suef	38	4%	3	1%	2	5%	1	1%
Fayoum	28	3%	3	1%	1	2%	2	1%
Minya	75	8%	4	2%	4	9%	0	0%
Assiut	0	0%	5	2%	0	0%	5	3%
Souhag	22	2%	5	2%	1	2%	4	2%
Qena	0	0%	4	2%	0	0%	4	2%
Aswan	7	1%	3	1%	0	0%	3	2%
Luxor	12	1%	4	2%	0	0%	4	2%
Matrouh	30	3%	6	3%	0	0%	6	4%
El Wadi El Gedid	5	1%	3	1%	0	0%	3	2%
Red Sea	47	5%	5	2%	0	0%	5	3%
North Sinai	36	4%	5	2%	0	0%	5	3%
South Sinai	0	0%	2	1%	0	0%	2	1%
<b>Total</b>	<b>959</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>168</b>	<b>100%</b>

First, we had to make a decision on how to allocate the 212 urban PSUs to slum and non-slum PSUs. The most reasonable estimate of the share of slums in the urban population was close to 20%, leading us to allocate 44 of the 212 urban PSU's in the sample to slum areas. Second, we had to allocate these 44 slum PSUs to the various governorates. This allocation was done in such a way as to match as closely as possible the distribution of the *number* of slum areas across governorates as shown in Table 2. Ideally, we should have allocated slum PSUs across governorates according to each governorate's share of slum *population* rather than its share in the *number* of slum areas. However, given the unreliable information about

the population of slum areas, it was impossible to do the allocation in terms of population. This allocation decision is likely to understate the true share of slums in governorates such as Cairo, Giza and Alexandria, where the size of slums is likely to be larger than average, and overstate slum populations in governorates like Damietta, Dakahlia and Sharkia where the size of slums is probably smaller than average. Without reliable data on slum populations, it is unfortunately not possible to use weights to correct for this possible bias in the geographic distribution of slums.

## C.2 Sampling Weights and Expansion Factors

Three sampling weights are included in the SYPE database: (i) the household sampling weight, (ii) the roster individual sampling weight and (iii) the interviewed individual sampling weight. There are three corresponding expansion factors that expand the population to the projected population in mid-2009. It should be kept in mind, however, that both the weights and expansion factors are designed to reproduce the *structure* of the population as measured in the 2006 Population Census, since no information on changes in the structure of the population is available for the period from November 2006, when the census was taken, and mid-2009.

### The household weight and expansion factor

The household sampling weight (hw) is the normalized inverse probability of selection at the household level. This weight takes into consideration the sampling probability for each stratum and possible differences in household response rates at the PSU level. The strata again are defined as the four administrative regions mentioned above, namely urban governorates, Lower Egypt governorates, Upper Egypt governorates and Frontier governorates.<sup>65</sup> The last three regions were not separated into urban and rural strata on the assumption that the PSU's within them are allocated to urban and rural components in a self-weighted way. Similarly the contribution of the slum PSUs within the urban was assumed to reflect the true contribution of slums within each of the four strata.

We start by defining the following terms:

is the number of households in the sample in stratum  $s$

is the total number of households in the sample

is the number of households in the population in stratum  $s$  in the 2006 Population Census

is the total number of households in the population in the 2006 Population Census

is the number of households in PSU  $p$  in stratum  $s$  actually interviewed out of the initially selected 25 households

$G$  is the population growth factor from the 2006 population census to the middle of 2009

is the number of individuals in the sample in stratum  $s$

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<sup>65</sup> An administrative reorganization occurred at the end of 2009 that created the Helwan governorate out of part of Cairo governorate and part of Giza governorate, and Sixth of October governorate out of part of Giza governorate. For our purposes, Helwan governorate was considered to be part of the Lower Egypt governorates and Sixth of October governorate was considered to be part of the Upper Egypt governorates.

is the total number of individuals in the sample

is the size of the population in stratum  $s$  in the 2006 Population Census

is the total size of the population of Egypt in the 2006 Population Census

number of PSU's in stratum  $s$

If every household in the stratum had an equal probability of being selected, the probability of selection in stratum  $s$  is given by  $\frac{1}{h_s}$ . However non-response at the PSU level may reduce the probability of being selected. The probability of being selected in PSU  $p$  in stratum  $s$  is given by  $\frac{1}{h_{ps}}$ . Thus the household sampling weight is given by

$\frac{1}{h_{ps}}$ . This expression is obtained by normalizing the inverse probability of selection by its average over the entire sample.<sup>66</sup>

The household expansion factor for each household in PSU  $p$  in stratum  $s$  is given by:

$$h_{ps}$$

### **The roster individual weight and expansion factor**

The roster individual sampling weight (iw) is constructed in a similar fashion as the household weight, but takes into account possible differences in average household size between the SYPE sample and the 2006 Population Census. The roster individual weights

in PSU  $p$  in stratum  $s$  are given by:  $\frac{1}{h_{ps}}$ . The roster individual expansion

factors are given by:  $h_{ps}$ .

### **The interviewed individual weights**

The interviewed individual weights take into account the fact that only one individual per household in each of the five targeted age-sex groups ( $g$ ) is randomly selected for interviewing as well as any possible individual non-response for the selected individuals due to either absence or refusal. These targeted age-sex groups are indexed by  $g$  below.<sup>67</sup>

To undertake this calculation, we define some additional terms:

is the number of individuals in group  $g$  in household  $h$  in PSU  $p$  and stratum  $s$ .

is the total number of individuals in the sample in group  $g$

<sup>66</sup> To obtain the average, inverse probabilities for each household are summed over each PSU, then across PSUs in each stratum then across strata. Since the probabilities are constant within PSUs, they are first multiplied by  $h_{ps}$ , the number of interviewed households per PSU. Since, the resultant figure is constant across PSUs within a stratum, its sum in a stratum is obtained by multiplying it by the number of PSUs ( $PSU_s$ ) and then summed across strata.

<sup>67</sup> The targeted age-sex groups ( $g$ ) are any child 10-14, males 15-21, females 15-21, males 22-29, and females 22-29.

is the estimated total number of individuals in group  $g$  in the population in mid 2009

The weights are calculated as the inverse of the multiplication of three probabilities, namely the probability of the household being selected, the probability that the individual is selected from among the eligible individuals in the household in the targeted age-sex group, and the probability of responding once selected. The probability of the household being selected is given by  $\frac{1}{N_g}$  above. The probability of the individual being selected among the eligible individuals in the household is given by  $\frac{1}{N_{g,h}}$ . The final probability, the probability of response  $\pi_{g,h,i}$ , is given by the predicted probability from a probit model that an individual in group  $g$  listed in the roster who is eligible and selected for interviewing will actually respond to the individual questionnaire. The regressors used in the probit model are individual characteristics obtained from the roster, such as age-sex group, region of residence, urban slum/urban non-slum/rural residence, household wealth quintile and education level. The probit model estimates are shown in Table 3. They indicate that the lowest response rates are among males 18 to 29 residing in the governorates of Upper Egypt and belonging to the bottom three wealth quintiles. The coefficients shown in the Table 3 were used to predict the individual-specific response probabilities that we refer to here as  $\pi_{g,h,i}$ .

The interviewed individual weight for an individual  $i$  of group  $g$  in household  $h$  in PSU  $p$  and stratum  $s$  is therefore given by:

$$w_{g,h,i} = \frac{1}{N_g \cdot N_{g,h} \cdot \pi_{g,h,i}}$$

The interviewed individual expansion factor is given by  $\lambda_{g,h,i} = \frac{N_g \cdot N_{g,h} \cdot \pi_{g,h,i}}{n_{g,h,i}}$

The population of each group  $g$  in mid 2009,  $N_g$ , was calculated by applying the age-sex distribution from the SYPE survey to the total projected population in mid-2009 as provided by CAPMAS.



<b>Table 3: the probit model estimate of the probability of response for eligible individuals</b>				
<b>Explanatory Variable</b>	<b>Probit Model</b>			
	<b>Coef.</b>	<b>Std. Err.</b>	<b>z-score</b>	<b>P&gt;z</b>
Female 10-14	0.443	0.117	-3.800	0.000
Male 15-17	-0.514	0.093	5.510	0.000
Female 15-17	0.172	0.118	-1.450	0.146
Male 18-21	-1.157	0.083	13.890	0.000
Female 18-21	-0.113	0.101	1.120	0.264
Male 22-29	-1.112	0.081	13.790	0.000
Female 22-29	0.190	0.097	-1.960	0.050
Lower urban	-0.433	0.117	3.700	0.000
Lower rural	-0.560	0.085	6.560	0.000
Lower slum	-0.696	0.105	6.620	0.000
Upper urban	-0.855	0.093	9.240	0.000
Upper rural	-1.071	0.086	12.460	0.000
Upper slum	-1.327	0.116	11.450	0.000
Frontier urban	-0.430	0.129	3.340	0.001
Frontier rural	-0.295	0.145	2.040	0.041
2 <sup>nd</sup> wealth quintile	0.075	0.053	-1.420	0.155
3 <sup>rd</sup> wealth quintile	0.065	0.054	-1.210	0.227
4 <sup>th</sup> wealth quintile	0.276	0.064	-4.310	0.000
Highest wealth quintile	0.262	0.079	-3.340	0.001
Inc. primary educ.	0.050	0.095	-0.530	0.599
Primary educ.	-0.122	0.084	1.460	0.144
Preparatory educ.	0.067	0.091	-0.730	0.466
Secondary educ.	-0.131	0.078	1.680	0.094
Interm. Diploma	-0.062	0.132	0.470	0.636
University education	-0.154	0.088	1.750	0.080
Intercept	2.727	0.133	-20.450	0.000

Note: The reference category is an illiterate 10-14-year-old male residing in an urban governorate whose household is in the lowest wealth quintile.

## **APPENDIX D: SYPE QUESTIONNAIRE**

# **SURVEY of YOUNG PEOPLE in EGYPT**

## **SYPE 2009**

Males (22-29)

**The information included in this survey is confidential and  
will only be used for research purpose**

## Consent Form

We are interviewing youth between the ages of 10 and 29, to know what is important to them concerning education, employment, health, and social participation. Data and information collected from the respondents is highly confidential. You have been chosen to be part of this research based on a random sampling process, and you have the right to refuse to answer any question and may end the interview at any point in time. There isn't any type of compensation for your participation in this research. But we believe that your honest answers to the questions will help in providing a better life for youth in Egypt. Participation in this interview will take around ----- minutes/hours of your time.

This information will be kept confidential and no one will see it except the research team.

Do you have any questions about the study or your participation in it?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
Do you agree for us to interview you today?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)

***If you have any questions about the study please feel free to ask the interviewer. If later you have any questions regarding the study, please contact IDSC (tel. 02 279 395 85).***

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## Section (0): Questionnaire Identification

Governorate		<input type="text"/> <input type="text"/>
Kism/Markaz/District		<input type="text"/> <input type="text"/> <input type="text"/>
Shiakha/Village		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
PSU		<input type="text"/> <input type="text"/> <input type="text"/>
Building No.		<input type="text"/> <input type="text"/> <input type="text"/>
Dwelling No.		<input type="text"/> <input type="text"/> <input type="text"/>
Household No. in Sample		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Residency	<input type="radio"/> Urban (1) <input type="radio"/> Rural (2)	
Name of Head of Household		
Telephone Number	<input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Mobile Number	<input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Detailed Address		

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	<i>Visit (1)</i>	<i>Visit (2)</i>	<i>Visit (2)</i>	<i>Last Visit</i>
Date	__/__/2009	__/__/2009	__/__/2009	__/__/2009
Team	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Interviewer	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Supervisor	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Result (code below)				
<b>Result Code:</b> (01) Completed (02) No household member (competent person) at home at the time of visit (03) Entire household is absent for extended period of time (04) Postponed (05) Refused to answer				
Next visit	Date	__/__/2009	__/__/2009	
	Time	__:__	__:__	
Total number of visits	<input type="checkbox"/> <input type="checkbox"/>	visits		
Starting time of the interview	__:__	1) Ending time of the interview	__:__	

	Field Revision	Quality Check	Office Revision	Coding	Entry	Entry Supervisor
Name	_____	_____	_____	_____	_____	_____
Date	__/__/2009	__/__/2009	__/__/2009	__/__/2009	__/__/2009	__/__/2009
Signature	_____	_____	_____	_____	_____	_____
Code	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

101) Interviewer: Name of the interviewer:			
102) Interviewer: Respondent line number:	<input type="checkbox"/> <input type="checkbox"/>		
103) Interviewer: Gender:	<input type="radio"/> Male (1) <input type="radio"/> Female (2)		
104) Interviewer: Respondent age:	<input type="text"/> <input type="text"/> years		
105) Interviewer: Respondent religion:	<input type="radio"/> Muslim (1) <input type="radio"/> Other (2)		
106) Interviewer: Marital status:	<input type="radio"/> Married (1) <input type="radio"/> Widow/er (2) <input type="radio"/> Divorced (3) <input type="radio"/> Separated (4) <input type="radio"/> Finished the legal marriage documents ( <i>katb kitab</i> )(5) <input type="radio"/> Engaged (6) <input type="radio"/> Never been married (7)		
107) Interviewer: Has the respondent ever been in school?	<input type="radio"/> Never been to school (1) <input type="radio"/> Currently in School/institute/college (2) <input type="radio"/> Has been to school in the past (3) <input type="radio"/> Received certificate without going to school (homeschooled) (4)		

## Section (1): Employment

### [1] Employment during the Past 7 Days

108) Were you employed during the past seven days?	<input type="radio"/> Yes (1) (→Q116) <input type="radio"/> No (2)	
109) Did you participate in one of the following activities during the past seven days for the purpose of sales/marketing/earning a wage/helping in a family business (even if for a short period of time or irregularly)?		
	Yes (1)	No (2)
A. Agricultural work (e.g., harvesting, cutting clover, irrigation...)	<input type="radio"/>	<input type="radio"/>
B. Raising poultry/livestock	<input type="radio"/>	<input type="radio"/>
C. Producing ghee/cheese/butter	<input type="radio"/>	<input type="radio"/>
D. Collecting fuel/woodcutting	<input type="radio"/>	<input type="radio"/>
E. Preparing food (e.g, vegetables)	<input type="radio"/>	<input type="radio"/>
F. Sewing/embroidery/crochet	<input type="radio"/>	<input type="radio"/>
G. Producing hay products/carpets/textile/ropes	<input type="radio"/>	<input type="radio"/>
H. Offering services for others in a house/shop/hotel	<input type="radio"/>	<input type="radio"/>
I. Independent paid work	<input type="radio"/>	<input type="radio"/>
J. Selling goods in the market/in the street/at home	<input type="radio"/>	<input type="radio"/>
K. Buying goods and reselling them	<input type="radio"/>	<input type="radio"/>
L. Helping with construction work	<input type="radio"/>	<input type="radio"/>
M. Learning a skill	<input type="radio"/>	<input type="radio"/>
110) Interviewer: All answers (No) continue	At least one is (yes) (→Q116)	
111) Did you want and were you ready to work during that period?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q113)	
112) Have you ever worked before, even while you were attending school?	<input type="radio"/> Yes (1) (→Q135) <input type="radio"/> No (2) (→Q157)	



113) Reasons for not wanting to work? <b>For all answers except (2) →(Q115)</b> <input type="radio"/> Full-time student (2) <input type="radio"/> Does not want to work (3) <input type="radio"/> Temporarily disabled (4) <input type="radio"/> Permanently disabled (5) <input type="radio"/> On unpaid leave for at least one year and doesn't work(6) <input type="radio"/> Planning to travel, work abroad, or to immigrate(7) <input type="radio"/> Could not find the right job opportunity (8) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>	
114) What do you plan to do after completing your current education/training program? <input type="radio"/> Look for a job (1) <input type="radio"/> Immediately go for further education/training (3) <input type="radio"/> Other: _____ (6) <input type="text"/> <input type="text"/> <input type="radio"/> DON'T KNOW (8)	
115) Have you ever worked before, even while you were attending school?	<input type="radio"/> Yes (1) (→Q135) <input type="radio"/> No (2) (→Q172)

## [2] Characteristics of Current Job

116) Within the last seven days, how many days total have you worked, (consecutive days or inconsecutive days)?		<input type="text"/> Days
117) How many hours do you work (on average)? <b>If more than 40 hours (→Q119)</b>	<input type="text"/> <input type="text"/> <input type="text"/> Hours/Day <input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> Hours/Week	
118) What is the reason for working less than 40 hours? <input type="radio"/> Job circumstances require that (1) <input type="radio"/> No work available the rest of the days (2) <input type="radio"/> Pay is not enough (3) <input type="radio"/> Do not want to work the rest of the days (4) <input type="radio"/> Temporarily absent from work but still hold the position (5) <input type="radio"/> No encouragement at work/ job is boring (6) <input type="radio"/> Official number of hours is less than 40 per week (7) <input type="radio"/> Doing part time education or training (8) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>		
119) Would you like to continue in this work or not?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
120) Are you searching for another job?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q122)	
121) How many job opportunities did you find during your search (both those that you accepted and those that you did not)?	<input type="text"/> <input type="text"/> Opportunity	
122) Do you experience any of the following in your work?	Yes (1)	No (2)
A. <b>(For those who are not self employed:)</b> Maltreatment from supervisor(s)	<input type="radio"/>	<input type="radio"/>
B. Long working hours	<input type="radio"/>	<input type="radio"/>
C. Low wage	<input type="radio"/>	<input type="radio"/>
D. Exhaustive work load	<input type="radio"/>	<input type="radio"/>
E. Long commute time	<input type="radio"/>	<input type="radio"/>
F. Harassment from colleagues/supervisors	<input type="radio"/>	<input type="radio"/>
G. Sexual harassment from colleagues/supervisors	<input type="radio"/>	<input type="radio"/>
H. Harassment from customers/clients	<input type="radio"/>	<input type="radio"/>

122) Do you experience any of the following in your work?	Yes (1)	No (2)
I. Sexual harassment from customers/clients	<input type="radio"/>	<input type="radio"/>
J. Work place is hazardous	<input type="radio"/>	<input type="radio"/>
K. Harassment when commuting to or from your work place	<input type="radio"/>	<input type="radio"/>
L. No wage payment upon finalizing work	<input type="radio"/>	<input type="radio"/>
M. No wage determination at the beginning of the job	<input type="radio"/>	<input type="radio"/>
X. Other: _____	<input type="radio"/>	<input type="checkbox"/> <input type="checkbox"/>

123) Does your current job require any special skill?	<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q125)
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124) How did you acquire that skill?		
A. Regular schooling <input type="checkbox"/>	B. Organized technical education <input type="checkbox"/>	C. Through contractor <input type="checkbox"/>
D. Through apprenticeship to a craftsman <input type="checkbox"/>	E. Public enterprise employer <input type="checkbox"/>	F. Private sector employer <input type="checkbox"/>
G. Language courses/programs <input type="checkbox"/>	H. Computer courses/programs <input type="checkbox"/>	I. Secretarial courses/programs <input type="checkbox"/>
J. Through family <input type="checkbox"/>	X. Other: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

125) Do you use a computer in your work?	<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q127)
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126) Do you use the Internet?	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
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127) When you first started this job, whose decision was it that you do so?		
A. Himself/herself <input type="checkbox"/>	B. Father <input type="checkbox"/>	C. Mother <input type="checkbox"/>
D. Husband/wife <input type="checkbox"/>	E. Other family member <input type="checkbox"/>	X. Other: _____
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

128) Is the job that you worked during the past week the longest main job that you have held during the past three months?	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
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### [3] Earnings

129) Have you been working for a wage in your current job?	<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q134)
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130) What do you do with this money: do you keep it all to yourself, do you give it all to your family, or do you keep some and give some to your family?		
A. Contribute to the household spending <input type="checkbox"/>	B. Give to father <input type="checkbox"/>	C. Give to mother <input type="checkbox"/>
D. Give to siblings <input type="checkbox"/>	E. Give to other relatives <input type="checkbox"/>	<input type="radio"/> Keep it all to myself (7)

131) How is your wage in your current job calculated?		
<input type="radio"/> Fixed (1)	<input type="radio"/> By piece (2)	<input type="radio"/> Fixed + piece (3)
<input type="radio"/> Other: _____		(6) <input type="checkbox"/> <input type="checkbox"/>

132) Have you worked on a regular basis (permanent or temporary) in your current job?	<input type="radio"/> Permanent (1)	<input type="radio"/> Temporary (2)
	<input type="radio"/> Seasonal (3) (→Q134)	<input type="radio"/> Casual (4) (→Q133-Z)

133) What is the net amount received (in L.E.) for each of the following categories?									
	133_1) Frequency							133_2) Net value	
	○ Day (1)	○ Week (2)	○ Month (3)	○ 3 months (4)	○ Year (5)	○ NA (7) <i>Go to the next category</i>	○ DK (8)		
A. Basic wage	○	○	○	○	○	○	○	○	□ □ □ , □ □ □
B. Supplementary payment	○	○	○	○	○	○	○	○	□ □ □ , □ □ □
C. Bonus	○	○	○	○	○	○	○	○	□ □ □ , □ □ □
D. Incentives	○	○	○	○	○	○	○	○	□ □ □ , □ □ □
E. Overtime	○	○	○	○	○	○	○	○	□ □ □ , □ □ □
F. Profits	○	○	○	○	○	○	○	○	□ □ □ , □ □ □
X. Other _____ □ □	○	○	○	○	○	○	○	○	□ □ □ , □ □ □
Z. Total	○	○	○	○	○	○	○	○	□ □ □ , □ □ □

NA: Not applicable

DK: Don't know

#### [4] Characteristics of the First Job

134) Is your first job your current job?	<input type="radio"/> Yes (1) (→Q172) <input type="radio"/> No (2)
135) When did you first enter the labor market for a continuous period of at least six months?	<input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year (1) <input type="radio"/> I have worked but for less than six months (2) (→Q172)
136) How old were you then?	<input type="text"/> <input type="text"/> Months <input type="text"/> <input type="text"/> Years
137) When you first started to work, whose decision was it that you do so? A. Himself/herself <input type="checkbox"/> B. Father <input type="checkbox"/> C. Mother <input type="checkbox"/> D. Husband/wife <input type="checkbox"/> E. Other family member <input type="checkbox"/> X. Other: <input type="text"/> <input type="text"/> <input type="text"/>	
138) What was the main reason made you begin working? <input type="radio"/> Not doing well at school (1) <input type="radio"/> Financial support to household (2) <input type="radio"/> Cover own expenses (3) <input type="radio"/> Lots of free time (4) <input type="radio"/> To get experience (5) <input type="radio"/> To help in household enterprise (6) <input type="radio"/> Liked to work (7) <input type="radio"/> Never went to school (8) <input type="radio"/> Finished education (9) <input type="radio"/> Other: <input type="text"/> (96) <input type="text"/> <input type="text"/>	
139) What was your work status in your first job?	<input type="radio"/> Waged employee (1) <input type="radio"/> Employer (2) <input type="radio"/> Self-employed (3) <input type="radio"/> Unpaid work for family (4)
140) What was your occupation in your first job? (record the occupation in detail)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
141) What was your economic activity in your first job?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
142) What sector were you working in for your first job? <input type="radio"/> Government (1) <input type="radio"/> Public enterprise (2) <input type="radio"/> Private (3) <input type="radio"/> Investment (4) <input type="radio"/> Foreign (5) <input type="radio"/> Non-profit non-government organization (6) <input type="radio"/> Cooperatives (7) <input type="radio"/> Other <input type="text"/> (96) <input type="text"/> <input type="text"/>	
143) Legal status of the firm you work in? Interviewer: revise Q(142) for codes 2-5	<input type="radio"/> Individual project (1) <input type="radio"/> Partnership/company (2) <input type="radio"/> S.A.E. (3) <input type="radio"/> Limited liability (4) <input type="radio"/> Has no legal entity (5) <input type="radio"/> DON'T KNOW (8)
144) The number of employees in the firm (including respondent)	<input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> 100 or more record (100)
145) Country	<input type="radio"/> In Egypt (1) (→Q147) <input type="radio"/> Abroad (2)
146) Country name (→151)	<input type="text"/> <input type="text"/> <input type="text"/>
147) Governorate	<input type="text"/> <input type="text"/>
148) Kism/Markaz/District	<input type="text"/> <input type="text"/> <input type="text"/>
149) Shiakha/Village	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
150) Place of work	<input type="radio"/> Urban (1) <input type="radio"/> Rural (2)

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151) How stable was your first job?	<input type="radio"/> Permanent (1) <input type="radio"/> Seasonal (3) (→Q155)	<input type="radio"/> Temporary (regular labor) (2) <input type="radio"/> Casual (irregular labor) (4) (→Q155)
152) Did you have a legal work contract for your first job? Or in the case of a government position, were you hired officially?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
153) Did you have social security at your first job?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
154) Did you have medical insurance?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
155) Till when did you stay in that job?	<input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year	
156) <b>Interviewer:</b> What did (NAME) answer for question (111)?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q172)	<input type="radio"/> No Answer (7) (→Q172)

### [5] Unemployment

157) Why have you NOT been working during the past seven days? <i>(select only the most important reason)</i> <input type="radio"/> No work available at all (1) <input type="radio"/> No work available that is relevant to my experience/education (2) <input type="radio"/> No work with suitable pay (3) <input type="radio"/> No work in a suitable organization/firm (4) <input type="radio"/> No work available with suitable location (5) <input type="radio"/> Other: _____ (6) <input type="text"/> <input type="text"/>		
158) How long have you been unemployed (most recent period of unemployment)? (without referring to the past seven days) <input type="radio"/> <input type="text"/> Days <input type="radio"/> <input type="text"/> Weeks <input type="radio"/> <input type="text"/> <input type="text"/> Months		
159) Have you searched for a job by registering with the government employment office? <input type="radio"/> Yes- registered with a MoMP (Ministry Of Manpower) employment office (1) <input type="radio"/> Yes- registered with work place of my parents(2) <input type="radio"/> Yes- registered with the Ministry of Managerial Development (3) <input type="radio"/> No (4)		
160) Have you used any of the following methods in your job search during the past three months?		
	Yes (1)	No (2)
A. Registered in a private office	<input type="radio"/>	<input type="radio"/>
B. Entered government job lottery competition	<input type="radio"/>	<input type="radio"/>
C. Sent job application	<input type="radio"/>	<input type="radio"/>
D. Inquired at work location	<input type="radio"/>	<input type="radio"/>
E. Advertised in newspapers	<input type="radio"/>	<input type="radio"/>
F. Applied to a job advertised in newspapers	<input type="radio"/>	<input type="radio"/>
G. Asked friends or relatives for help	<input type="radio"/>	<input type="radio"/>
H. Contacted employer	<input type="radio"/>	<input type="radio"/>
I. Contacted contractor	<input type="radio"/>	<input type="radio"/>
J. Waited at a workers' gathering location	<input type="radio"/>	<input type="radio"/>
K. Searched for private project (land, equipment)	<input type="radio"/>	<input type="radio"/>
L. Arranged to get financing for a private project	<input type="radio"/>	<input type="radio"/>
X. Other: _____ <input type="text"/> <input type="text"/>	<input type="radio"/>	<input type="radio"/>
161) <i>If there is at least one (Yes). Continue</i>		<i>If all responses (No) (→Q166)</i>
162) Have you used a regular phone in job-hunting in the past three months?		<input type="radio"/> Yes (1) <input type="radio"/> No (2)

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163) Have you used a mobile phone in job-hunting in the past three months?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
164) Have you used the Internet in job-hunting in the past three months?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
165) How long have you been searching for employment? (→Q167)	<input type="radio"/> <input type="text"/> Weeks <input type="radio"/> <input type="text"/> <input type="text"/> Months
166) What is the main reason that you are not looking for a job? <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="radio"/> Believe that there are no jobs (1)   <input type="radio"/> Waiting for MoMP (Ministry Of Manpower) hiring (5)  <input type="radio"/> Do not have enough training/education (7)  <input type="radio"/> Do not need work (9)  <input type="radio"/> Family responsibilities (11)  <input type="radio"/> Lack of personal connections (WASTA) (13)           </div> <div style="width: 50%;"> <input type="radio"/> Tired of looking for jobs (2)  <input type="radio"/> Do not know an effective way to look for a job (4)  <input type="radio"/> No suitable jobs (6)  <input type="radio"/> Because of studying (8)  <input type="radio"/> Health conditions do not allow (10)  <input type="radio"/> Opposition of a family member (12)  <input type="radio"/> Already found work and will start later (14)           </div> </div> <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>	
167) Have you ever refused a job that was offered to you?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→171)
168) What kind of job was this? ( <b>Interviewer: Mention the options if the respondent didn't answer</b> ) <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="radio"/> Initiate/jointly initiate private business (1)  <input type="radio"/> Work for a multinational corporation (3)  <input type="radio"/> Work for a non-profit non-government organization (5)  <input type="radio"/> Work on someone else's farm (7)           </div> <div style="width: 50%;"> <input type="radio"/> Work for the government/public sector (2)  <input type="radio"/> Work for a private company (4)  <input type="radio"/> Work on own/family farm (6)  <input type="radio"/> Work for family business (8)           </div> </div> <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/> <input type="radio"/> DON'T KNOW (98)	
169) What was the offered occupation? (Interviews: code occupation in detail)	_____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
170) Why? (select the main reason for refusing the job) <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="radio"/> Wages offered were too low (1)  <input type="radio"/> Location was not convenient (3)  <input type="radio"/> Work would require few working hours (5)  <input type="radio"/> Waiting for a better job offer (7)   <input type="radio"/> Saw no possibilities for advancement (9)  <input type="radio"/> Job was below my education (11)           </div> <div style="width: 50%;"> <input type="radio"/> Work was not interesting (2)  <input type="radio"/> Work did not match my qualifications (4)  <input type="radio"/> Work would require too many working hours (6)  <input type="radio"/> There was no contract or contract length was too short (8)  <input type="radio"/> Job was below my status (10)           </div> </div> <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>	
171) What have you mainly been doing while looking for job? <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="radio"/> Stay at home and just look for a job (1)  <input type="radio"/> Help out in family business (3)  <input type="radio"/> Spend time with friends (5)  <input type="radio"/> Planning to start my own business (7)           </div> <div style="width: 50%;"> <input type="radio"/> Stay at home and do household chores (2)  <input type="radio"/> Take additional education/training courses (4)  <input type="radio"/> Do volunteer work (without pay) (6)  <input type="radio"/> Doing post graduate studies (8)           </div> </div> <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>	

## [6] Employment History

172) <b>Interviewer:</b> Has (NAME) ever worked?		<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q200)	
	<b>i) Current situation in the past seven days</b>	<b>ii) Previous position</b>	<b>iii) Position before previous position</b>
173) Employment status (see code below)	<input type="checkbox"/> <input type="checkbox"/> (from 6 to 11) (→Q198)	<input type="checkbox"/> <input type="checkbox"/> (from 6 to 11) (→Q198)	<input type="checkbox"/> <input type="checkbox"/> (from 6 to 11) (→Q198)
174) <b>Interviewer:</b> check question (Q134) and (Q135)	////////////////////	<input type="radio"/> This is the my first job but not my current job (1) (→ before previous) <input type="radio"/> This is my first and current job (2) <input type="radio"/> This job is different from the first and/or the current (3)	<input type="radio"/> This is the my first job but not my current job (1) (→Q200) <input type="radio"/> This is my first and current job (2) <input type="radio"/> This job is different from the first and/or the current (3)
175) Description of position	_____ <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/>
176) Occupation	_____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
177) Economic activity	_____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
178) Economic sector (see code below)	_____ <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/>
179) Job stability (see code below)	_____ <input type="checkbox"/>	_____ <input type="checkbox"/>	_____ <input type="checkbox"/>
180) Did you have contract?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q182)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q182)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q182)
181) Type of contract?	<input type="radio"/> Defined (1) <input type="radio"/> Unlimited (2)	<input type="radio"/> Defined (1) <input type="radio"/> Unlimited (2)	<input type="radio"/> Defined (1) <input type="radio"/> Unlimited (2)

**Q(173) Code:** (1) Waged employee      (2) Employer      (3) Self employed  
(4) Unpaid working for family      (5) Apprentice unpaid      (6) Unemployed  
(7) Housewife      (8) Full time student/Army recruit      (9) does not want to work  
(10) Temporarily disabled      (11) Unpaid leave for a year or more

**Q(178) Code:** (1) Government      (2) Public enterprise      (3) Private  
(4) Investment      (5) Foreign      (6) Non-profit NGO  
(7) Other including co-operatives      (96) Other

**Q(179) Code:** (1) Permanent      (2) Temporary      (3) Seasonal      (4) Casual

	<i>i) Current situation in the past seven days</i>	<i>ii) Previous position</i>	<i>iii) Position before previous position</i>
182) Did you have social security?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
183) Did you have medical insurance?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
184) Did you get any training?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
185) Is your work in/out of the establishment?	<input type="radio"/> In the same establishment (1) <input type="radio"/> Out (2) (→Q190)	<input type="radio"/> In the same (1) <input type="radio"/> In another (2) <input type="radio"/> Out (3) (→Q190)	<input type="radio"/> In the same (1) <input type="radio"/> In another (2) <input type="radio"/> Out (3) (→Q190)
186) What is the legal status of the firm you work in? (see code below)	<input type="text"/>	<input type="text"/>	<input type="text"/>
187) What is the number of employees in firm (including respondent)?	<input type="text"/> <input type="radio"/> 100 or more put (100)	<input type="text"/> <input type="radio"/> 100 or more (100)	<input type="text"/> <input type="radio"/> 100 or more (100)
188) Is this establishment registered?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Don't Know (8)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Don't Know (8)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Don't Know (8)
189) Is this establishment licensed?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Don't Know (8)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Don't Know (8)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Don't Know (8)
190) Country	<input type="radio"/> In Egypt (1) (→Q192) <input type="radio"/> Abroad (2)	<input type="radio"/> In Egypt (1) (→Q192) <input type="radio"/> Abroad (2)	<input type="radio"/> In Egypt (1) (→Q192) <input type="radio"/> Abroad (2)
191) Country name (→Q196)	<input type="text"/>	<input type="text"/>	<input type="text"/>
192) Governorate	<input type="text"/>	<input type="text"/>	<input type="text"/>
193) Kism/Markaz/ District	<input type="text"/>	<input type="text"/>	<input type="text"/>
194) Shiakha/Village	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Q(186) Code:** (1) Individual project (2) Partnership/company (3) Joint venture  
(4) Company with limited liability (5) Has no legal entity (8) DON'T KNOW



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195) Place of work	<input type="radio"/> Urban (1) <input type="radio"/> Rural (2)		<input type="radio"/> Urban (1) <input type="radio"/> Rural (2)		<input type="radio"/> Urban (1) <input type="radio"/> Rural (2)	
196) Why did you quit? (see code below)	//////////////////////////////////		<input type="checkbox"/>		<input type="checkbox"/>	
197) How old were you when you started this work?	A) Month	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/>	
	B) Year	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/>	
198) Started	A) Month	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/>	
	B) Year	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
199) End	A) Month	//////////////////////////////////	<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/>	
	B) Year	//////////////////////////////////	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	

**Q(196) Code:** (1) The employer terminated the contract  
 (3) I willingly left for any other reason

(2) I willingly left this job to start another one  
 (4) I did not change to another work place

## [7] Attitudes about Employment

200) Have you ever worked while studying?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q202)
201) What did you do?			
<input type="radio"/> Internship/apprenticeship (1) <input type="radio"/> Work on farm (3) <input type="radio"/> Did paid work in the public sector (5) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>		<input type="radio"/> Work in family business (2) <input type="radio"/> Did paid work in private sector (4) <input type="radio"/> Community volunteer work (6)	
202) In your opinion, who should be responsible for finding you a job?			
<input type="radio"/> Schools/ universities (1) <input type="radio"/> State (4) <input type="radio"/> Myself (7) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>		<input type="radio"/> Companies providing occupations (2) <input type="radio"/> Local government offices (5) <input type="radio"/> My family (8) <input type="radio"/> Independent business centers (3) <input type="radio"/> Policy maker (6) <input type="radio"/> My husband's family (9)	
203) Do you have a CV?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
204) In your opinion, for you to get a job, what's more important: to improve your personal skills, or to be recommended by someone?		<input type="radio"/> Personal Skills(1)	<input type="radio"/> Recommendation by someone (2) (→Q206)
205) What are these personal skills?	A. Computer <input type="checkbox"/> C. Professional Skills <input type="checkbox"/> X. Other: _____ <input type="text"/> <input type="text"/> <input type="text"/>		
206) If you had the choice, would you choose to work for pay, or to have your own business?		<input type="radio"/> Work for pay (1)	<input type="radio"/> Have my own business (2) (→Q208)
207) Why do you prefer to work for pay? (→Q209)			
<input type="radio"/> More Stability (1) <input type="radio"/> Less responsibility (3) <input type="radio"/> Job benefits (social security and others) (5) <input type="radio"/> Other: _____ (6) <input type="text"/> <input type="text"/>		<input type="radio"/> Higher income compared to income from own business (2) <input type="radio"/> Better opportunity to advance in my career (4)	
208) Why do you prefer to have your own business?			
<input type="radio"/> Because there are no other job opportunities (1) <input type="radio"/> More flexible working hours (3) <input type="radio"/> More career satisfaction (5) <input type="radio"/> More opportunity for improving social status (7) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>		<input type="radio"/> More independence (2) <input type="radio"/> Higher income than from a job (4) <input type="radio"/> I come from a family of business owners (6)	
209) Do you think working for the public sector/ the government is better than working for the private sector?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q211)
210) Why? (state the most important reason)			
<input type="radio"/> More stability (1) <input type="radio"/> Less work and responsibility (3) <input type="radio"/> Insurance and collateral (5) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>		<input type="radio"/> The salary (4) <input type="radio"/> Social status as an employee (6)	
211) What is the expected salary/month, as far as you know, in the labor market or in your field of specialization?			
<input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> (1) L.E. <input type="radio"/> CAN'T DETERMINE (7) <input type="radio"/> DON'T KNOW (8)			

**[8] Financial Behavior**

212) When you have money, do you plan ahead about how it will be spent?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
213) Do you regularly save money?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
214) If you wanted to save money, where could you save it?	
A. At home <input type="checkbox"/> B. With a friend or relative <input type="checkbox"/> C. With stocks/savings club <input type="checkbox"/> D. In a bank <input type="checkbox"/> E. In a cooperative <input type="checkbox"/> F. In the Post office <input type="checkbox"/>	
215) I am saving for...	
A. My own education <input type="checkbox"/> B. Education of other family members <input type="checkbox"/> C. Housing <input type="checkbox"/> D. For marriage <input type="checkbox"/> E. Medical expenses <input type="checkbox"/> F. For emergencies <input type="checkbox"/> G. Clothes/shoes/other personal items <input type="checkbox"/> H. For buying items like mobile/watch/MP3 player.. <input type="checkbox"/> I. For emigration <input type="checkbox"/> J. For pilgrimage costs <input type="checkbox"/> K. To support relatives or friends <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
216) Who decides how you will use your money/savings?	<input type="radio"/> Myself only (1) <input type="radio"/> My wife (2) <input type="radio"/> My parents (3) <input type="radio"/> Relatives (4)
217) Do you have a bank account or a post-office account?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
218) Do you have a credit card?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
219) Are you planning to save for your retirement?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q222)
220) At what age do you think one should start saving for retirement?	<input type="text"/> <input type="text"/> <input type="text"/> Years
221) How can you do that? (→Q223)	
A. By contributing to social security <input type="checkbox"/> B. Investing in (real-estate property, livestock, jewelry, etc...) <input type="checkbox"/> C. Setting savings aside <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> I do not know how to save for retirement (8) <b>Cancel All Checks</b>	
222) Why not?	
A. I will receive a pension from a relative <input type="checkbox"/> B. I will receive a pension from the state in any case <input type="checkbox"/> C. I will rely on my parents' savings / inheritance <input type="checkbox"/> D. I will rely on my children <input type="checkbox"/> E. My income is not sufficient to save / I have many expenses and barely covering them <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
223) If you had a chance to receive L.E.10,000 immediately, or instead to receive L.E. 11,000 after one year, what would you choose?	<input type="radio"/> 10,000 (1) <input type="radio"/> 11,000 (2) (→Q225)
224) If you had a chance to receive L.E.10,000 immediately, or instead to receive L.E. 12,000. after one year, what would you choose?	<input type="radio"/> 10,000 (1) <input type="radio"/> 12,000 (2)

**[9] Self Employment & Entrepreneurship**

225) Did you think/have you thought/ tried to establish your own business?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q239)
226) Is it already established?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q238)
227) When did you start doing this business?	<input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year

228) Why did you choose to be self-employed rather than search for a job?			
<input type="radio"/> Could not find a job (1)		<input type="radio"/> Greater independence (2)	
<input type="radio"/> More flexible hours of work (3)		<input type="radio"/> Higher income level (4)	
<input type="radio"/> My parents have successful experiences in private business (5)			
<input type="radio"/> Other: _____		(6) <input type="text"/> <input type="text"/>	
229) Do you have anyone helping you in your business/economic activity?			
	229_1) Yes/No		229_2) How many?
	<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Next)	
A. Paid family members	<input type="radio"/>	<input type="radio"/>	<input type="text"/> <input type="text"/> <input type="text"/>
B. Paid employees	<input type="radio"/>	<input type="radio"/>	<input type="text"/> <input type="text"/> <input type="text"/>
C. Unpaid family members	<input type="radio"/>	<input type="radio"/>	<input type="text"/> <input type="text"/> <input type="text"/>
D. Unpaid partners	<input type="radio"/>	<input type="radio"/>	<input type="text"/> <input type="text"/> <input type="text"/>
E. No help, working alone <input type="radio"/> <b>Cancel All Checks</b>			
230) From where did you get the money to start your current business?			
A. Own savings <input type="radio"/> (→Q234)		B. Savings from family members <input type="radio"/> (→Q234)	
C. Loan from family or friends <input type="radio"/> (→Q234)		D. Loan from bank or commercial institution <input type="radio"/>	
E. Loan from private money lender <input type="radio"/>		F. Loan/assistance from government institution <input type="radio"/>	
G. Loan from Social Fund for Development <input type="radio"/>		H. Loan/assistance from NGO <input type="radio"/>	
<input type="radio"/> Didn't need money (7) <b>Cancel All Checks</b> (→Q234)			
X. Other: _____		<input type="text"/> <input type="text"/> <input type="text"/> (→Q234)	
231) Was the size of the loan the same value as what you asked for in your loan application?			<input type="radio"/> Yes (1) <input type="radio"/> No (2)
232) How long did it take from the time of loan application until you actually received the loan?		<input type="radio"/> <input type="text"/> <input type="text"/> Months <input type="radio"/> Less than one month (0)	
233) How did you spend your loan?			
<input type="radio"/> Completely on your business (1)		<input type="radio"/> Partially on your business and partially on personal expenses (2)	
		<input type="radio"/> Mainly on personal expenses (3)	
234) Is your business/economic activity making a profit, a loss or breaking even?		<input type="radio"/> Making a loss (1) <input type="radio"/> Making profit (2)	
		<input type="radio"/> Breaking even (3)	
235) What are the two most important problems you face in running your business?			
1 <sup>st</sup> <input type="text"/> <input type="text"/>		2 <sup>nd</sup> <input type="text"/> <input type="text"/>	
<input type="radio"/> Business information (1)		<input type="radio"/> Marketing services(2)	
<input type="radio"/> Accounting (4)		<input type="radio"/> Legal services(5)	
<input type="radio"/> Business training (7)		<input type="radio"/> Foreign language training(8)	
<input type="radio"/> Internet services (10)		<input type="radio"/> Access to technology (11)	
<input type="radio"/> Access to credit (13)		<input type="radio"/> Access to utilities (electricity, water,... etc)(14)	
<input type="radio"/> Capital (3)		<input type="radio"/> Business advice – counseling (6)	
		<input type="radio"/> Specialized skills training (9)	
		<input type="radio"/> Product development (12)	
<input type="radio"/> Other: _____		(96) <input type="text"/> <input type="text"/>	
236) Have you received any technical/business assistance or support?			<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q240)
237) From whom? (→Q240)			
<input type="radio"/> from NGOs (1)		<input type="radio"/> from governmental bodies (2)	
<input type="radio"/> Other _____		(6) <input type="text"/> <input type="text"/>	

238) During the last four weeks, have you taken any steps to establish your own business?	<input type="radio"/> Yes (1) (→Q240) <input type="radio"/> No (2)
239) I need to know what the obstacles prevented/could prevent you from starting your own business? <ul style="list-style-type: none"> <li>A. I was worried about the possibility of losing my money/ not being able to pay back my loan/ worry about loans <input type="checkbox"/></li> <li>B. I was afraid of not being able to get enough money to start my own business <input type="checkbox"/></li> <li>C. I was worried about the possibility of having no social safety net /security (health insurance, pension etc.)/ I was afraid of the high costs for social protection <input type="checkbox"/></li> <li>D. I was afraid of not having the right skills and experience <input type="checkbox"/></li> <li>E. I was worried about the possibility of not meeting licensing and regulatory requirements <input type="checkbox"/></li> <li>F. I was worried about the possibility of being disadvantaged because of being a woman <input type="checkbox"/></li> <li>G. I was worried about what my family or other people would think of me if I failed <input type="checkbox"/></li> <li>H. I was afraid of not being able to handle the workload <input type="checkbox"/></li> <li>I. I was afraid I would not be able to face corruption in business (or society in general) <input type="checkbox"/></li> <li>J. I was afraid of the strong competition in my line of business <input type="checkbox"/></li> <li>K. I was worried that people would not have need for my product or service <input type="checkbox"/></li> <li>X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> </ul>	

## Section (2): Education

### [10] School Attendance

240) <b>Interviewer:</b> <i>check question (Q107): have respondent ever attended school?</i>	<input type="radio"/> Never been (1) (→Q345) <input type="radio"/> Have been to school in the past (3)	<input type="radio"/> Currently in school (2) (→Q246) <input type="radio"/> Received certificate without going to school (homeschooled) (4)
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#### a) For those who have studied in the past

241) What is the highest level of schooling that you attended?	
<input type="radio"/> General primary (1) <input type="radio"/> Azhar preparatory (4) <input type="radio"/> Vocational secondary (7) <input type="radio"/> University (10)	<input type="radio"/> Azhar primary (2) <input type="radio"/> General secondary (5) <input type="radio"/> International secondary (8) <input type="radio"/> Post-graduate (11) (→Q255)
<input type="radio"/> General preparatory (3) <input type="radio"/> Azhar secondary (6) <input type="radio"/> Above intermediate (9)	
242) What is the highest year that you successfully passed at this level? And which year?	A. School year <input type="text"/> <input type="text"/> B. Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
243) <b>For interviewer:</b> <i>the respondent:</i>	<input type="radio"/> Was in school before (1) <input type="radio"/> Received certificate without going to school (homeschooled) (2) (→Q255)
244) Did you drop out of school because you thought that the level you reached was enough?	<input type="radio"/> Yes (1) <input type="radio"/> No not enough (2) (→Q251)
245) Have you ever interrupted your schooling?	<input type="radio"/> Yes (1) (→Q251) <input type="radio"/> No (2) (→Q255)

#### b) For those who are currently in school

246) What is the highest level of schooling that you have completed?	
<input type="radio"/> Didn't complete primary education (1) (→Q248) <input type="radio"/> General preparatory (4) <input type="radio"/> Azhar secondary (7) <input type="radio"/> Above intermediate (10)	<input type="radio"/> General primary (2) <input type="radio"/> Azhar preparatory (5) <input type="radio"/> Vocational secondary (8) <input type="radio"/> University (11)
<input type="radio"/> Azhar primary (3) <input type="radio"/> General secondary (6) <input type="radio"/> International Secondary (9) <input type="radio"/> Post-graduate (12)	
247) What is your current level of schooling?	
<input type="radio"/> General preparatory (1) <input type="radio"/> Azhar secondary (4) <input type="radio"/> Above intermediate (7)	<input type="radio"/> Azhar preparatory (2) <input type="radio"/> International Secondary (5) <input type="radio"/> University (8)
<input type="radio"/> General secondary (3) <input type="radio"/> Vocational Secondary (6) <input type="radio"/> Post-graduate (9) (→Q255)	
248) What is the highest year that you successfully passed at this level?	<input type="text"/> year <input type="radio"/> Didn't pass exam yet (0)
249) Are you currently attending classes this year or have you dropped-out (i.e. did not complete education)?	<input type="radio"/> Attending (1) <input type="radio"/> Not attending (2) (→Q251)
250) Have you ever interrupted your schooling?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q255)

#### c) For those who have dropped out of school

251) How old were you when you dropped-out of school/university/institute?	<input type="text"/> <input type="text"/> <input type="text"/> Years <input type="radio"/> DON'T KNOW (98)
252) When did you drop out of school? (which year?)	<input type="radio"/> Year: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> DON'T KNOW (9998)

253) When did you return to school, if ever?	<input type="radio"/> Year: <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input type="radio"/> NOT APPLICABLE (9997)
254) What is the main reason that made you drop out?	
A. Finished don't need more education (completed my education) <input type="checkbox"/> (→Q255)	B. Lack of schools for further study <input type="checkbox"/>
C. Uniform and school fees <input type="checkbox"/>	D. Private tutoring fees <input type="checkbox"/>
E. The school is too far <input type="checkbox"/>	F. I had to help out at home <input type="checkbox"/>
G. I had to work <input type="checkbox"/>	H. Helping a family member in his/her work <input type="checkbox"/>
J. My parents didn't want me to go to school <input type="checkbox"/>	L. Maltreatment from teachers or corporal punishment <input type="checkbox"/>
K. I didn't want to finish school <input type="checkbox"/>	N. For disciplinary reasons <input type="checkbox"/>
M. Not doing well in school <input type="checkbox"/>	P. Marriage <input type="checkbox"/>
O. To avoid mixing with the opposite sex <input type="checkbox"/>	R. Bullying <input type="checkbox"/>
X. Other: _____ <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>	
<input type="radio"/> Refuse to answer (5) <b>Cancel All Checks</b> <input type="radio"/> Don't know (8) <b>Cancel All Checks</b>	

## [11] Schooling Experience

255) What was your score (as %) for each educational level that you have completed?

A. Primary	<input type="radio"/> <input type="text"/> <input type="text"/> . <input type="text"/> %	<input type="radio"/> NOT APPLICABLE (7)	<input type="radio"/> DON'T REMEMBER (8)
B. Preparatory	<input type="radio"/> <input type="text"/> <input type="text"/> . <input type="text"/> %	<input type="radio"/> NOT APPLICABLE (7)	<input type="radio"/> DON'T REMEMBER (8)
C. Secondary	<input type="radio"/> <input type="text"/> <input type="text"/> . <input type="text"/> %	<input type="radio"/> NOT APPLICABLE (7)	<input type="radio"/> DON'T REMEMBER (8)
D. Above intermediate	<input type="radio"/> <input type="text"/> <input type="text"/> . <input type="text"/> %	<input type="radio"/> NOT APPLICABLE (7)	<input type="radio"/> DON'T REMEMBER (8)
E. University	<input type="radio"/> <input type="text"/> <input type="text"/> . <input type="text"/> %	<input type="radio"/> NOT APPLICABLE (7)	<input type="radio"/> DON'T REMEMBER (8)

**a) For those who are currently in school**

256) <b>Interviewer:</b> <i>What is the response to question (Q240)?</i>		<input type="radio"/> Currently in school (1) <input type="radio"/> Have been to school in the past (2) (→Q290) <input type="radio"/> Received certificate without going to school (homeschooled) (3) (→Q330)	
257) <b>Interviewer:</b> <i>What is the response to question (Q249)?</i>		<input type="radio"/> Attend (1) <input type="radio"/> Don't attend (2) (→Q290)	
258) <b>Interviewer:</b> <i>What is the response to question (Q247)?</i>		<input type="radio"/> From 1 to 6 (1) <input type="radio"/> From 7 to 9 (2) (→Q291)	
259) What is the name of your school?	<input type="radio"/> _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> DON'T KNOW (9998)		
260) Is your school governmental, private, experimental or Azhar?	<input type="radio"/> Governmental (1) <input type="radio"/> Private (2) <input type="radio"/> Experimental (3) <input type="radio"/> Azhar (4)		
261) How do you get to school? That is, do you walk or what do you ride to get there?			
<input type="radio"/> Walk (1) <input type="radio"/> Bicycle (2) <input type="radio"/> Donkey/cart (3) <input type="radio"/> Motorcycle (4)			
<input type="radio"/> Tok Tok, pick-up truck (5) <input type="radio"/> Public transportation (6) <input type="radio"/> Taxi (7) <input type="radio"/> School bus (8)			
<input type="radio"/> Private car (9) <input type="radio"/> Rented van (10) <input type="radio"/> Micro-bus (11)			
<input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>			

262) How long does it take you to get to your school?	<input type="radio"/> Less than 1/2h (1) <input type="radio"/> more than 1h (3)	<input type="radio"/> 1/2- 1h (2) <input type="radio"/> DON'T KNOW (8)
263) Does your school work in shifts?	<input type="radio"/> Shifts (1)	<input type="radio"/> One Shift (2)
264) Generally, do you find your school to be clean or not?	<input type="radio"/> Yes, very clean (1) <input type="radio"/> No, not clean (3)	<input type="radio"/> Yes, clean (2) <input type="radio"/> DON'T KNOW (8)
265) Are you on good terms with most of your teachers?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> DON'T KNOW (8)

266) In your classroom at school ...	Yes (1)	NO (2)	DON'T KNOW (8)
A. Are some of the chairs or benches broken?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Are there more students on one bench than there should be?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Is the lighting inadequate in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Is the blackboard in poor condition such that you cannot see what is written on it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Are the classroom windows broken?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Is there not enough ventilation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	267) Does your school have ...  <input type="radio"/> Yes (1) <input type="radio"/> No (2) [ <b>→ Next</b> ] or ( <b>→ Q271</b> )	268) Have you ever used/visited/ participated?  <input type="radio"/> Yes (1) <input type="radio"/> No (2) [ <b>→ Next</b> ] or ( <b>→ Q271</b> )	269) How often do you use/visit/ participate?  <input type="radio"/> Always (1) <input type="radio"/> Sometimes (2) <input type="radio"/> Rarely (3)	270) Are you satisfied with the service /activity you had there  <input type="radio"/> Yes (1) <input type="radio"/> No (2)
A. Library				
B. Computer lab				
C. Science laboratory				
D. School clinic				
E. Playground				
F. Musical instruments or music classes				
G. Field trips				

271) Does anyone in your household help you with your studying or homework?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) ( <b>→ Q273</b> )
272) Who helps you?	A. Father <input type="checkbox"/> B. Mother <input type="checkbox"/> C. Older siblings <input type="checkbox"/> D. Other relatives <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
273) If you have a problem at school/university/institute, who usually goes to school/university/institute and meets the teachers/instructors to solve this problem?	<input type="radio"/> Both father and mother (1) <input type="radio"/> Father (2) <input type="radio"/> Mother (3) <input type="radio"/> Brothers and sisters (4) <input type="radio"/> Other relatives (5) <input type="radio"/> Solve it alone (6) <input type="radio"/> Never had problems (7) <input type="radio"/> Refuse to answer (95) <input type="radio"/> DON'T KNOW (98)



274) Do your parents go to school to meet your teachers and do they regularly attend school meetings?		<input type="radio"/> Yes (1) <input type="radio"/> No (2)
275) Have you ever been absent from school/university/institute for at least one day in the first term?		<input type="radio"/> Yes (1) <input type="radio"/> Never absent (2) (→Q278)
276) How many days were you absent?	<input type="text"/> <input type="text"/> <input type="text"/> Days	<input type="radio"/> DON'T KNOW (98)
277) What are the different reasons that caused you to be absent? A. Illness <input type="checkbox"/> B. Family problems <input type="checkbox"/> C. Problems at school with teachers <input type="checkbox"/> D. Problems at school with other students <input type="checkbox"/> E. The school is too far away <input type="checkbox"/> F. Do not benefit from going to school <input type="checkbox"/> G. Parents traveling <input type="checkbox"/> H. To study outside of school <input type="checkbox"/> I. To work or help in the field <input type="checkbox"/> J. To help with household chores <input type="checkbox"/> K. Private tutoring takes place during school day <input type="checkbox"/> X. Other: _____ <input type="text"/> <input type="text"/> <input type="text"/>		
278) What level of schooling would you like to finish? <input type="radio"/> Primary (1) <input type="radio"/> Preparatory (2) <input type="radio"/> Secondary (3) <input type="radio"/> Above intermediate (4) <input type="radio"/> University (5) <input type="radio"/> Post-graduate (6)		
279) <b>Interviewer:</b> What is the answer to question (Q247)?		<input type="radio"/> General/Azhar/International secondary (1) (→Q285) <input type="radio"/> Vocational secondary (2) <input type="radio"/> Under secondary (3) (→Q286)
280) In which vocational secondary were you?	<input type="radio"/> Industrial (1) <input type="radio"/> Commercial (2) (→Q286) <input type="radio"/> Agricultural (3) (→Q286) <input type="radio"/> Tourism & hospitality (4) (→Q286) <input type="radio"/> Nursing (5) (→Q286)	
281) What was your specialization?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> General (997) <input type="radio"/> Didn't specialize yet (zero)	
282) Did you receive any hands-on experience in the school?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q284)	
283) Do you believe that the training you received reflects the needs of the labor market?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)	
284) Is your school part of a vocational training enhancement program? (→Q286)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)	
285) What is your specialization?	<input type="radio"/> Science (1) <input type="radio"/> Math (2) <input type="radio"/> Art (3) <input type="radio"/> NOT APPLICABLE (7) <input type="radio"/> Other _____ (6) <input type="text"/> <input type="text"/>	
286) Did you take any private lessons or participate in after-school study groups this year?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q290)	
287) What did you take?	A. Private Lessons <input type="checkbox"/> B. After-school study groups <input type="checkbox"/>	
288) How many subjects did you take?	<input type="text"/> <input type="text"/> <input type="text"/> Subjects	
289) How much did it cost you per month?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> L.E. <input type="radio"/> DON'T KNOW (999998)	

**b) Recall - Primary Schools**

290) <b>Interviewer:</b> has the respondent completed primary education in the past? Check questions (Q241) & (Q246)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q330)
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291) What was the name of your school?	<input type="radio"/> _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> DON'T KNOW (9998)
292) Was your school governmental, private, experimental or Azhar?	<input type="radio"/> Governmental (1) <input type="radio"/> Private (2) <input type="radio"/> Experimental (3) <input type="radio"/> Azhar (4)

### c) Recall - Preparatory Schools

293) <b>Interviewer:</b> <i>has the respondent completed preparatory education in the past? Check questions (Q241) &amp; (Q246)</i>		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q330)
294) What was the name of your school?	<input type="radio"/> _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> DON'T KNOW (9998)	
295) Was your school governmental, private, experimental, or Azhar??	<input type="radio"/> Governmental (1) <input type="radio"/> Azhar (4)	<input type="radio"/> Private (2)	<input type="radio"/> Experimental (3)

#### d) Recall - Secondary Schools and Institutions

296) <b>Interviewer:</b> <i>has the respondent completed secondary education in the past? Check questions (Q241) &amp; (Q246)</i>		<input type="radio"/> Yes (1)		<input type="radio"/> No (2) (→Q330)	
297) What was the name of your school?		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="radio"/> DON'T KNOW (9998)	
298) Was your school governmental, private, experimental or Azhar?		<input type="radio"/> Governmental (1)		<input type="radio"/> Private (2)	
		<input type="radio"/> Azhar (4)		<input type="radio"/> Experimental (3)	
299) <b>Interviewer:</b> <i>What is the response to question (Q241) or (Q246)?</i>		<input type="radio"/> General/Azhar/International secondary (1) (→Q304)			
		<input type="radio"/> Vocational secondary (2)			
300) What is your specialization?		<input type="text"/> <input type="text"/> <input type="text"/>		<input type="radio"/> General (997)	
		<input type="radio"/> Didn't specialize yet (zero)			
301) Did you receive any hands-on experience in the school?			<input type="radio"/> Yes (1)		
			<input type="radio"/> No (2) (→Q303)		
302) Do you believe that the training you received reflected the needs of the labor market?			<input type="radio"/> Yes (1)		
			<input type="radio"/> No (2)		
			<input type="radio"/> DON'T KNOW (8)		
303) Is your school part of a vocational training enhancement program? (→Q305)			<input type="radio"/> Yes (1)		
			<input type="radio"/> No (2)		
			<input type="radio"/> DON'T KNOW (8)		
304) What is your specialization?		<input type="radio"/> Science (1)		<input type="radio"/> Math (2)	
		<input type="radio"/> Art (2)		<input type="radio"/> NOT APPLICABLE (7)	
		<input type="radio"/> Other _____ (6)		<input type="text"/> <input type="text"/>	

### e) Above intermediate & University

<p>305) <b>Interviewer:</b> <i>Check questions (Q241) &amp; (Q246) Is the respondent currently in post-secondary education or has s/he already completed post-secondary education?</i></p>	<p><input type="radio"/> Yes (1)    <input type="radio"/> No (2)    (→Q330)</p>
<p>306) What is the name of your university or institute?</p>	<p><input type="radio"/> University: _____ <input type="text"/> <input type="text"/></p> <p><input type="radio"/> Institute: _____ <input type="text"/> <input type="text"/> (→Q308)</p>
<p>307) What is the name of your faculty (Department)?</p>	<p>_____ <input type="text"/> <input type="text"/></p>

308) What is your major field of study?	<input type="radio"/> _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> There is no major (997) <input type="radio"/> I didn't choose my major yet (zero)		
309) Which post-secondary diploma (did) will you get at the end of this stage?	<input type="radio"/> Above intermediate (1) <input type="radio"/> Bachelor's (2) <input type="radio"/> Master's (3) <input type="radio"/> Doctorate (4)		
310) Is your post-secondary institution public or private?	<input type="radio"/> Public (1) <input type="radio"/> Private (2) <input type="radio"/> Azhar (3)		
311) Is your post-secondary institution in the same city in which your family resides?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)		
312) How long does it take you to get to your post-secondary institution?	<input type="radio"/> Less than 1/2h (1) <input type="radio"/> 1/2- 1h (2) <input type="radio"/> more than 1h (3) <input type="radio"/> DON'T KNOW (8)		
313) Did you choose the major you (have studied) are studying, or was it imposed on you?	<input type="radio"/> Yes , I chose(1) <input type="radio"/> No (2) <input type="radio"/> There is no major (3)		
314) Did you choose the institution in which you (have studied) are studying, or were you assigned to it based on your score?	<input type="radio"/> Yes, I chose (1) <input type="radio"/> No (2) <b>(→Q316)</b>		
315) Who supported your choice?	<input type="radio"/> Father/mother (1) <input type="radio"/> Father (2) <input type="radio"/> Mother (3) <input type="radio"/> Brothers and sisters (4) <input type="radio"/> Other Relatives (5) <input type="radio"/> Other _____ (6) <input type="text"/> <input type="text"/>		
316) Generally, do you find your university to be clean or not?	<input type="radio"/> Yes, very clean (1) <input type="radio"/> Yes, clean (2) <input type="radio"/> No, not clean (3) <input type="radio"/> DON'T KNOW (8)		
317) Do you like most of your instructors?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)		
318) Can you contact or ask for help from your instructors outside of the lecture?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)		
319) In your post secondary institution ...	Yes (1)	NO (2)	DON'T KNOW (8)
A. Some chairs or benches are broken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Seating is a problem, unless you go very early you won't find a seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Lighting is inadequate in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. There is not enough ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. It is not possible to hear the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. It is not possible to see the writing on the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Books are unavailable at the beginning of the term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Books are too expensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Private tutoring is common	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. I can't file a complaint if there is anything that bothers me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Professors/instructors allow time to discuss topics related to the subjects we study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Professors/instructors allow time to discuss career options with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. There were sessions provided by my graduate institution on the job market and the relevance of my study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. Professors/instructors treat students with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. Professors/instructors use obscene language in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

320) What did you use for studying during university?	A. The instructor's book <input type="checkbox"/> C. Research & references of the Internet <input type="checkbox"/> E. Tutoring centre notes <input type="checkbox"/>		B. Numerous references from the library <input type="checkbox"/> D. External facilities <input type="checkbox"/> X. Other _____ <input type="checkbox"/> <input type="checkbox"/>	
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	321) Does your university have (did have) ... Yes (1) No (2) [→ Next] or (Q325)	322) Have you ever used/visited/ participated? Yes (1) No (2) [→ Next] or (Q325)	323) How often do you use/visit/ participate? Always (1) Sometimes (2) Rarely (3)	324) Are you satisfied with the service /activity you had there? Yes (1) No (2)
A. Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Computer lab.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Science laboratory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

325) Were you introduced to the library and the skills for researching a topic?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
326) What is the language used by professors during lectures?	<input type="radio"/> Arabic (1) <input type="radio"/> English (2) <input type="radio"/> Arabic & English (3) <input type="radio"/> Other (6)
327) Do you feel that your post-graduate institution prepares/prepared you for the labor market?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Don't Know (8)
328) Did you ever take any private lessons or participate in after school help groups this year? A. Yes, private lessons <input type="checkbox"/> B. Yes, after school help groups <input type="checkbox"/> <input type="radio"/> Neither (7) <b>Cancel All Checks (→Q330)</b>	
329) How many subjects did you take?	<input type="radio"/> <input type="text"/> <input type="text"/> Subjects <input type="radio"/> DON'T KNOW (98)

## [12] General section

330) From the time that you entered primary school, did you ever fail a class and repeat an examination in any year?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q332)
331) When? A. In primary <input type="checkbox"/> B. In preparatory <input type="checkbox"/> C. In secondary <input type="checkbox"/> D. In university <input type="checkbox"/>	
332) From the time you entered primary school, did you ever repeat any school year?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q334)
333) When? A. In primary <input type="checkbox"/> B. In preparatory <input type="checkbox"/> C. In secondary <input type="checkbox"/> D. In university <input type="checkbox"/>	
334) Have you ever cheated on an exam?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
335) Do you see students around you cheating on exams?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
336) Do you know anyone who bought a copy of an exam?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
337) <b>Interviewer: Check (Q240)</b>	<input type="radio"/> Have been to school before <input type="radio"/> Received certificate without going to school (homeschooled) (→Q345)
338) How old were you when you first entered school? (1 <sup>st</sup> primary)	<input type="radio"/> <input type="text"/> <input type="text"/> Year <input type="radio"/> DON'T KNOW (98)

339) Now I shall make some general statements. I would like to know your opinion about (i.e. does it happen often or rarely or never in your experience):				
	Always (1)	Sometimes (2)	Never (3)	DON'T KNOW (8)
A. Teachers/instructors encourage students to express their opinions openly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. When one of the students in class asks the teacher/instructor a question about something he/she does not understand the answer/explanation given by the teacher/instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Teachers/instructors care about the students' personal problems, talk to him/her about them and help him/her to solve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Some teachers//instructors beat students and use corporal punishment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. School social workers intervene to help students/teachers solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. The administration and teachers/instructors treat boys and girls equally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. The rules at school/university/institute apply equally to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
340) Do/Did you feel satisfied with your schooling experience?	<input type="radio"/> Yes (1) (→Q342) <input type="radio"/> No (2) <input type="radio"/> Indifferent (8)			
341) In your opinion, what are the main reasons behind this feeling? A. School building <input type="checkbox"/> B. Commuting distance <input type="checkbox"/> C. Treatment of teachers <input type="checkbox"/> D. Treatment of administration <input type="checkbox"/> E. Difficulty of subjects <input type="checkbox"/> F. Exams <input type="checkbox"/> G. Rote learning <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> DON'T KNOW (8) <b>Cancel All Checks</b>				
342) Before you attended school, have you ever been to a nursery or kindergarten?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)			
343) Is your school/university/institute co-educational or single-sex?	<input type="radio"/> Mixed (1) <input type="radio"/> boys (2)			
344) Did you use any outside books? (→Q354)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)			

### [13] Never Attended School

345) Have you ever been to a nursery or kindergarten?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)	
346) <b>Interviewer:</b> check (Q240)	A. Never been <input type="checkbox"/> B. Received certificate without going to school (homeschooled) <input type="checkbox"/> (→Q353)	
347) What are the reasons why you wouldn't go to school? A. There was no school <input type="checkbox"/> B. Household cannot afford education expenses <input type="checkbox"/> C. School is too far <input type="checkbox"/> D. To help with household chores <input type="checkbox"/> E. I had to work <input type="checkbox"/> F. Helping a family member in his/her work <input type="checkbox"/> G. Too old for education <input type="checkbox"/> I. My parents didn't want me to go to school <input type="checkbox"/> J. Father wouldn't agree <input type="checkbox"/> K. I didn't want to learn <input type="checkbox"/> L. Customs and traditions <input type="checkbox"/> M. Health-related reasons <input type="checkbox"/> N. I don't have a birth certificate <input type="checkbox"/> O. Marriage <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> Refuse (5) <b>Cancel All Checks</b> <input type="radio"/> DON'T KNOW (8) <b>Cancel All Checks</b>		

348) Have you ever attended literacy classes?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q351)
349) What type of literacy classes did you attend?	<input type="radio"/> Community schools (1)	<input type="radio"/> One-class room schools (2)	
	<input type="radio"/> Other NGO program (3)	<input type="radio"/> Girl-friendly schools (4)	
	<input type="radio"/> DON'T KNOW (8)		
350) How long did you stay in these classes?			
<input type="radio"/> <input type="text"/> <input type="text"/> Months <input type="radio"/> Less than a month (0) <input type="radio"/> DON'T KNOW (98)			
351) Can you read an article in a newspaper?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q354)
352) Can you write a letter? (→Q354)		<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
353) What are the reasons that you didn't go to school (university) regularly?			
A. There was no school <input type="checkbox"/>		B. Household cannot afford education expenses <input type="checkbox"/>	
C. School was too far <input type="checkbox"/>		D. Had to stay home to help with household chores <input type="checkbox"/>	
E. I had to work <input type="checkbox"/>		F. Had to help a family member in his/her work <input type="checkbox"/>	
G. Too old for education <input type="checkbox"/>			
I. My parents didn't want me to go to school <input type="checkbox"/>		J. Father wouldn't agree <input type="checkbox"/>	
K. I didn't want to learn <input type="checkbox"/>		L. Customs and Traditions <input type="checkbox"/>	
M. Health-related reasons <input type="checkbox"/>			
X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
<input type="radio"/> Refuse (5) <b>Cancel All Checks</b>		<input type="radio"/> DON'T KNOW (8) <b>Cancel All Checks</b>	

## Section (3): Migration

### [14] International Migration Intentions

354) Have you ever traveled to any country to work/live/study?	<input type="radio"/> Yes (1) (→Q378) <input type="radio"/> No (2)
355) Do you intend to travel to any country to work/live/study?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q372)
356) Where do you want to migrate to (country)?	_____ <input type="text"/> <input type="text"/> <input type="text"/>
357) What is it about Egypt that makes you want to leave? A. No job opportunities available in Egypt <input type="checkbox"/> B. Income in Egypt is lower than abroad <input type="checkbox"/> C. Bad living conditions in Egypt <input type="checkbox"/> D. To escape from family pressures and troubles <input type="checkbox"/> E. To help my family <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
358) What are the things that are there abroad that are not in Egypt? A. I want to see other countries <input type="checkbox"/> B. I want to live abroad <input type="checkbox"/> C. I have relatives there <input type="checkbox"/> D. I have friends there <input type="checkbox"/> E. I have a job offer there <input type="checkbox"/> F. I can study there <input type="checkbox"/> G. To gain money <input type="checkbox"/> H. To improve my knowledge <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
359) What is your source of information about the destination country? <input type="radio"/> Friends / Relatives (1) <input type="radio"/> Internet (2) <input type="radio"/> Governments(3) <input type="radio"/> General readings (4) <input type="radio"/> Media (TV, Radio, Newspapers) (5) <input type="radio"/> Embassies (6) <input type="radio"/> Other: _____ (96) <input type="checkbox"/> <input type="checkbox"/>	
360) In case you travel abroad, do you intend to come back after a specified period?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> It depends/ not sure (3)
361) Do you have a valid passport?	<input type="radio"/> Yes (1) (→Q363) <input type="radio"/> No (2)
362) Do you intend to have a passport in the near future?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
363) Which 3 countries do you think are the easiest to formally migrate to?	<input type="checkbox"/> (1) _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> (2) _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> (3) _____ <input type="text"/> <input type="text"/> <input type="text"/>
364) Which 3 countries do you think are the easiest to informally migrate to?	<input type="checkbox"/> (1) _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> (2) _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="checkbox"/> (3) _____ <input type="text"/> <input type="text"/> <input type="text"/>
365) In case of migrating, do you expect to receive help from anyone?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q367)

366) Whom do you expect to help you?	
<input type="radio"/> Relatives abroad (1) <input type="radio"/> Relatives in Egypt (2) <input type="radio"/> Egyptian friends abroad (3) <input type="radio"/> Friends in Egypt (4) <input type="radio"/> Migration brokers (5) <input type="radio"/> Consulate (6) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>	
367) In general, how much money do you think is necessary to migrate?	<input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> LE
368) In case of migrating, would you be willing to work in jobs that differ from your current specialization or education?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
369) Which of the following documents do you need to go abroad?	
A. Passport <input type="checkbox"/> B. Visa <input type="checkbox"/> C. Work contract <input type="checkbox"/> D. Work permit <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
370) Do you personally know of groups/companies that facilitate illegal migration?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
371) Do you think it is easy to migrate legally?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)

### [15] International Migration Experience of Friends, Relatives or Community Members:

372) Do you have any friends or relatives who have migrated?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q396)
373) With whom are you in continuous contact the most?	<input type="radio"/> Relative (1) <input type="radio"/> Friends (2) <input type="radio"/> Neighbor/acquaintance (3)
374) To which country did that person migrate?	<input type="radio"/> _____ <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> DON'T KNOW (998)
375) How long did s/he stay there?	<input type="radio"/> <input type="text"/> <input type="text"/> Months <input type="radio"/> <input type="text"/> <input type="text"/> Years
376) Did s/he have a job contract/work permit when s/he went there?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)
377) Does s/he send money to his/her family? (→Q396)	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)

### [16] International Migration Experience (Self)

378) Where did you travel?	_____ <input type="text"/> <input type="text"/> <input type="text"/>
379) When did you first travel in your last migration experience?	<input type="text"/> <input type="text"/> day/ <input type="text"/> <input type="text"/> month/ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> year



<p>380) What is it about Egypt that makes you want to leave?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">A. No job opportunities available in Egypt <input type="checkbox"/></div> <div style="width: 50%;">B. Income in Egypt is lower than abroad <input type="checkbox"/></div> <div style="width: 50%;">C. Bad living conditions in Egypt <input type="checkbox"/></div> <div style="width: 50%;">D. Escape from family pressures and troubles <input type="checkbox"/></div> <div style="width: 50%;">E. Help my family <input type="checkbox"/></div> <div style="width: 50%;">F. Family reunification <input type="checkbox"/></div> <div style="width: 50%;">G. To improve my knowledge <input type="checkbox"/></div> <div style="width: 50%;">H. To gain money <input type="checkbox"/></div> <div style="width: 50%;">I. I migrate together with my family <input type="checkbox"/></div> </div> <p>X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>381) What are the things that are there abroad that are not in Egypt?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">A. I want to see other countries <input type="checkbox"/></div> <div style="width: 50%;">B. I want to live abroad <input type="checkbox"/></div> <div style="width: 50%;">C. I have had relatives there <input type="checkbox"/></div> <div style="width: 50%;">D. I have had friends there <input type="checkbox"/></div> <div style="width: 50%;">E. I have had a job offer there <input type="checkbox"/></div> </div> <p>X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>382) Before going to this country, what was your main source of information about country of destination?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">○ Friends / Relatives (1)</div> <div style="width: 33%;">○ Internet (2)</div> <div style="width: 33%;">○ Governments (3)</div> <div style="width: 33%;">○ General readings (4)</div> <div style="width: 33%;">○ Media (TV, Radio, Newspapers) (5)</div> <div style="width: 33%;">○ Embassies (6)</div> </div> <p>○ Other: _____ (96) <input type="checkbox"/> <input type="checkbox"/></p>	
<p>383) Did you find the country the same as what you were told before traveling?</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">○ Yes, the same (1)</div> <div style="width: 50%;">○ No, better (2)</div> <div style="width: 50%;">○ No, worse (3)</div> <div style="width: 50%;">○ Nobody told me anything, I was just a child (4)</div> </div>
<p>384) Who helped you to go abroad?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">○ Relatives abroad (1)</div> <div style="width: 33%;">○ Relatives in Egypt (2)</div> <div style="width: 33%;">○ Egyptian friends abroad (3)</div> <div style="width: 33%;">○ Friends in Egypt (4)</div> <div style="width: 33%;">○ Foreign friends (5)</div> <div style="width: 33%;">○ Foreign husband/wife (6)</div> <div style="width: 33%;">○ Migration brokers (7)</div> <div style="width: 33%;">○ Current/ex internal employer (8)</div> <div style="width: 33%;">○ Current/ex foreign employer (9)</div> <div style="width: 33%;">○ An educational institution (10)</div> </div> <p>○ Other: _____ (96) <input type="checkbox"/> <input type="checkbox"/></p>	
<p>385) Did you have to pay money to travel abroad?</p>	<div style="display: flex; justify-content: space-between;"> <span>○ Yes (1)</span> <span>○ No (2) (→ Q388)</span> </div>
<p>386) How much did you pay?</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> LE         </div>
<p>387) How did you get the needed money to migrate? Did you save or borrowed from friends/ relatives?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 20%;">○ I saved (1)</div> <div style="width: 20%;">○ My parents (2)</div> <div style="width: 20%;">○ Friends (3)</div> <div style="width: 20%;">○ Other relatives (4)</div> <div style="width: 20%;">○ Selling assets (5)</div> </div> <p>○ Other: _____ (6) <input type="checkbox"/> <input type="checkbox"/></p>	
<p>388) Did you have a work contract before going to this country?</p>	<div style="display: flex; justify-content: space-between;"> <span>○ Yes (1)</span> <span>○ No (2)</span> </div>
<p>389) Did you have a work permit?</p>	<div style="display: flex; justify-content: space-between;"> <span>○ Yes (1)</span> <span>○ No (2)</span> </div>
<p>390) Did you enter this country with a valid visa?</p>	<div style="display: flex; justify-content: space-between;"> <span>○ Yes (1)</span> <span>○ No (2)</span> </div>
<p>391) Did you send money to your family in Egypt while working abroad?</p>	<div style="display: flex; justify-content: space-between;"> <span>○ Yes (1)</span> <span>○ No (2)</span> </div>
<p>392) Why did you return? Did you return because your contract ended, or you finished studying, or because you wanted to come back, or because you were deported/had to leave?</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">○ Finished work/Education (1)</div> <div style="width: 33%;">○ I wanted to come back (2)</div> <div style="width: 33%;">○ I was deported/ had to leave (3)</div> </div>
<p>393) Do you intend to travel again?</p>	<div style="display: flex; justify-content: space-between;"> <span>○ Yes (1)</span> <span>○ No (2)</span> <span>○ DON'T KNOW (8)</span> </div>

394) Were you working abroad in jobs that are below your current specialization or education?	<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
395) How do you evaluate your migration experience?		
<input type="radio"/> Very good (1)	<input type="radio"/> Good (2)	<input type="radio"/> Bad (3)
<input type="radio"/> Very bad (4)		

## [17] Internal Migration

396) Do you own/rent/share any dwelling unit, other than this unit?		<input type="radio"/> Yes (1) (→Q398)		<input type="radio"/> No (2)	
397) Have you ever owned/rented/shared in any dwelling unit?		<input type="radio"/> Yes (1) (→Q412)		<input type="radio"/> No (2) (→Q426)	
398) Is this unit your own or rented?		<input type="radio"/> Owned( 1)		<input type="radio"/> Rented (2) (→Q403)	
399) Is it your own, your parents', or shared, or from a Fringe benefit/grant program?		<input type="radio"/> I own it (1)		<input type="radio"/> It's my parents' (2)	
		<input type="radio"/> It is shared (3)		<input type="radio"/> Fringe benefit/grant (4) (→Q406)	
400) Have you paid all the money for it or have you not yet paid all the money for it?		<input type="radio"/> Totally paid for (1)		<input type="radio"/> Paid only a part of it (2)	
401) What was the total cost of this house?		□□,□□□□,□□□□ L.E.			
402) Did you receive it from any national project? (→Q406)		<input type="radio"/> Yes (1)		<input type="radio"/> No (2)	
403) What was the ownership status for your previous dwelling?		<input type="radio"/> Rented, new law(1) <input type="radio"/> Rented, old rent (2) (→Q405) <input type="radio"/> Rented, furnished (3) (→Q405) <input type="radio"/> Managerial housing/belongs to the government (4) (→Q405)			
404) What is the period of this contract? (for the last period)		□□□ Months <input type="radio"/> there is no specific period (0)			
405) What is the monthly rent?		□□□□ L.E.			
406) Country, if it is not Egypt (→Q410)		_____ □□□			
407) Governorate		_____ □□			
408) Kism/Markaz		_____ □□□			
409) Shiakha/Village		_____ □□□□			
410) How long have you been living in this house?		<input type="radio"/> □□□□ Months (1) <input type="radio"/> Didn't leave yet (2)			
411) How long have you owned/rented this house?		<input type="radio"/> □□□□ Months (→Q426) <input type="radio"/> Forever (994) (→Q433) <input type="radio"/> Don't Know (998) (→Q426)			
412) When did you leave your previous dwelling?		□□ Month / □□□□□ Year			
413) Is this unit your own or rented?		<input type="radio"/> Owned( 1)		<input type="radio"/> Rented (2) (→Q417)	
414) Is it your own, your parents', or shared, or a Fringe benefit/grant?		<input type="radio"/> I own it (1)		<input type="radio"/> It's my parents' (2)	
		<input type="radio"/> It is shared (3)		<input type="radio"/> Fringe benefit/grant (4) (→Q420)	
415) What was the total cost of this house?		□□,□□□□,□□□□ L.E. <input type="radio"/> Don't Know (99999998)			
416) Did you receive it from any national project? (→Q420)		<input type="radio"/> Yes (1)		<input type="radio"/> No (2)	

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417) What was the ownership status for your previous dwelling?	<input type="radio"/> Rented, new law (1) <input type="radio"/> Rented, old rent (2) (→Q419) <input type="radio"/> Rented, furnished (3) (→Q419) <input type="radio"/> Managerial housing/belongs to the government (4) (→Q419)	
418) What was the period of this contract?	<input type="text"/> <input type="text"/> <input type="text"/> Months	<input type="radio"/> there is no specific period (0)
419) What was the monthly rent?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> L.E.	
420) Country, if it is not Egypt (→Q424)	<input type="text"/> <input type="text"/> <input type="text"/>	
421) Governorate	<input type="text"/> <input type="text"/>	
422) Kism/Markaz	<input type="text"/> <input type="text"/> <input type="text"/>	
423) Shiakha/Village	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
424) How long have you been living in this house?	<input type="text"/> <input type="text"/> <input type="text"/> Months	
425) Why did you change your place of residence?	<input type="radio"/> New work opportunities (1) <input type="radio"/> The lease contract ended (3) <input type="radio"/> I purchased a new house (5) <input type="radio"/> Because I married (7) <input type="radio"/> Forced to leave it (2) <input type="radio"/> The old house wasn't suitable to my needs (4) <input type="radio"/> The old location wasn't suitable (6) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>	
426) Were you born in a different house than in the current (family) dwelling?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q433)	
427) How long had you been living in this house?	<input type="radio"/> <input type="text"/> <input type="text"/> <input type="text"/> Months <input type="radio"/> Don't Know (998)	
428) Country if it is not Egypt (→Q432)	<input type="text"/> <input type="text"/> <input type="text"/>	
429) Governorate	<input type="text"/> <input type="text"/>	
430) Kism/Markaz	<input type="text"/> <input type="text"/> <input type="text"/>	
431) Shiakha/Village	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
432) Why did you change your place of residence?	<input type="radio"/> New work opportunities (1) <input type="radio"/> The lease contract ended (3) <input type="radio"/> I purchased a new house (5) <input type="radio"/> Because I married (7) <input type="radio"/> Forced to leave it (2) <input type="radio"/> The old house wasn't suitable to my needs (4) <input type="radio"/> The old location wasn't suitable (6) <input type="radio"/> With my family (8) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>	

## Section (4): Civic Participation

### [18] Volunteering

433) Have you ever participated in a voluntary service program during the past year?			434) Where?	435) Frequency of participation Codes below
	Field Name	○Yes (1)    ○No (2) (→ Next) or (→Q436)		
A	Providing assistance (cash/in kind) to the poor	1                  2	_____ <input type="text"/> <input type="text"/>	<input type="text"/>
B	Marriage assistance to the poor	1                  2	_____ <input type="text"/> <input type="text"/>	<input type="text"/>
C	Foster poor families	1                  2	_____ <input type="text"/> <input type="text"/>	<input type="text"/>
D	Looking after people with special needs (visual and speech impairment)	1                  2	_____ <input type="text"/> <input type="text"/>	<input type="text"/>
E	Providing educational & computer classes	1                  2	_____ <input type="text"/> <input type="text"/>	<input type="text"/>
F	Other fields of voluntary Services _____ <input type="text"/> <input type="text"/>	1                  2	_____ <input type="text"/> <input type="text"/>	<input type="text"/>
<b>Q(435) Code:</b> (1) Daily    (2) Weekly    (3) Monthly    (4) Every 2 months    (5) Every 6 months (6) Once a year				

436) <b>Interviewer:</b> is there at least one "yes" answer in (→Q433)?		○Yes (1)    ○No (2) (→Q439)
437) Are you still doing this now?		○Yes (1) (→Q441)    ○No (2)
438) Why? (→Q441)	A. _____ <input type="text"/> <input type="text"/> <input type="text"/> B. _____ <input type="text"/> <input type="text"/> <input type="text"/> C. _____ <input type="text"/> <input type="text"/> <input type="text"/>	
439) Have you tried to find volunteer opportunities?		○Yes (1)    ○No (2) (→441)
440) Where did you go to search for volunteer opportunities?	A. A mosque/church <input type="checkbox"/> B. An orphanage <input type="checkbox"/> C. CDA/NGO <input type="checkbox"/> X. Other: _____ <input type="text"/> <input type="text"/> <input type="text"/>	
441) In your opinion, what are the most important reasons that prevent youth from volunteering? A. Selfishness <input type="checkbox"/> B. Not enough time <input type="checkbox"/> C. People think about gaining money <input type="checkbox"/> D. Limited role for females <input type="checkbox"/> E. Negative views on voluntary work <input type="checkbox"/> F. Don't know where to go <input type="checkbox"/> G. No accessible volunteering opportunities <input type="checkbox"/> H. Bad experiences with volunteering <input type="checkbox"/> X. Other: _____ <input type="text"/> <input type="text"/>		
442) Do you pay alms money (zakat/oshour)?		○Yes (1)    ○No (2) (→Q444)
443) Where do you give money?	A. A mosque/church <input type="checkbox"/> B. An orphanage <input type="checkbox"/> C. CDA/NGO <input type="checkbox"/> D. Hospitals <input type="checkbox"/> X. Other: _____ <input type="text"/> <input type="text"/> <input type="text"/>	

# [19] Networking, Friendships & Family Support

	444) Do you belong to any of the following groups?		445) Frequency of participation (Code below)	446) Why did you join this group? (mark the most important reason) (Code below)
	Yes (1)	No (2) (→ Next) or (→ Q447)		
A. Youth center	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
B. Scouts	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
C. Sports club	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
D. Study group	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
E. Dancing, singing, music or choir group	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
F. Political party	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
G. Workers' union	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
H. Students' union	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
I. Environmental organization	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
J. Professional association	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
K. Humanitarian or charitable organization	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
L. A religion-based politically-oriented group	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
M. Housing owners' board	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>
N. Parents' school board /board of trustees	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> <input type="text"/> ..... <input type="text"/>

**Q(445)445) Code:** (1) Daily (2) Weekly (3) Monthly

(4) Every 2 months (5) Every 6 months (6) Once a year

**Q(446) Code:** (1) To make new friends (2) To get out of the house (3) To earn money/find a job  
(4) To learn a skill (5) To play sports (6) To cope with a problem  
(7) Religious reasons (8) To help the others  
(9) To enhance my career opportunities. (96) Other

447) Would you say that you have same-gender friends (relatives or non-relatives) with whom you could discuss personal matters?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
448) Would you say that you have opposite-sex friends (relatives or non-relatives) with whom you could discuss personal matters?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
449) How many friends on average do you have? A) Females <input type="text"/> <input type="text"/> B) Males <input type="text"/> <input type="text"/>	

450) Have you ever discussed any of the following matters with your ...							
Issues	Father (A)	Mother (B)	Brother/Sister (C)	Friends (D)	Others (E)	Wife (F)	No (7)
A) School performance	<input type="checkbox"/> (A)	<input type="checkbox"/> (B)	<input type="checkbox"/> (C)	<input type="checkbox"/> (D)	<input type="checkbox"/> (E)	<input type="checkbox"/> (F)	(7)
B) Friendship	<input type="checkbox"/> (A)	<input type="checkbox"/> (B)	<input type="checkbox"/> (C)	<input type="checkbox"/> (D)	<input type="checkbox"/> (E)	<input type="checkbox"/> (F)	(7)
C) Romantic relationships	<input type="checkbox"/> (A)	<input type="checkbox"/> (B)	<input type="checkbox"/> (C)	<input type="checkbox"/> (D)	<input type="checkbox"/> (E)	<input type="checkbox"/> (F)	(7)
D) Issues related to growing up and puberty	<input type="checkbox"/> (A)	<input type="checkbox"/> (B)	<input type="checkbox"/> (C)	<input type="checkbox"/> (D)	<input type="checkbox"/> (E)	<input type="checkbox"/> (F)	(7)
E) Being teased/bullied at school	<input type="checkbox"/> (A)	<input type="checkbox"/> (B)	<input type="checkbox"/> (C)	<input type="checkbox"/> (D)	<input type="checkbox"/> (E)	<input type="checkbox"/> (F)	(7)
F) Your future	<input type="checkbox"/> (A)	<input type="checkbox"/> (B)	<input type="checkbox"/> (C)	<input type="checkbox"/> (D)	<input type="checkbox"/> (E)	<input type="checkbox"/> (F)	(7)
451) Do you feel loved by your family?			<input type="radio"/> Yes (1) <input type="radio"/> No (2)				

## [20] Community Values

452) Please evaluate the existence of the following values in the society on a scale from 1 to 10:										
Values	Absent (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	Present (10)
A) Sense of responsibility	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)
B) Values of hard work	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)
C) Tolerance and respect for other people	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)
D) Religiosity	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)
E) Independence	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)
F) Thrift and frugality	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)
453) Generally speaking, would you say that most people can be trusted, or that you need to be very careful in dealing with people?										
<input type="radio"/> Most people can be trusted (1)						<input type="radio"/> Must be very careful (2)				
454) Do you agree or disagree that when jobs are scarce, men should have preference over women for getting a job?						<input type="radio"/> Agree (1) <input type="radio"/> Neither (2) <input type="radio"/> Disagree (3)				

455) How do you rank the following issues in importance for Egypt?				
	Most needed (1)	Somewhat Needed (2)	Not much needed (3)	Not needed at all (4)
A. Poverty reduction	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
B. A high level of economic growth	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
C. That the country has strong defense forces	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
D. People have a larger role in important government decisions	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
E. Protecting freedom of speech	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
F. Fighting rising prices	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
G. Reforming the education system	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
H. Reforming the health care system	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
I. Political leaders should have stronger religious beliefs	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
J. Protection of political rights	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)
K. Fighting corruption in the form of bribes and kick-backs	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)

## [21] Political Participation

456) <b>Interviewer:</b> (check Q104) is (NAME)'s age 18 years old or above?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q467)
457) Do you have a voting card?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q459)
458) Who helped you to get it? <input type="radio"/> National Democratic Party (1) <input type="radio"/> Other parties (2) <input type="radio"/> Religious groups with political dimension (3) <input type="radio"/> NGO (4) <input type="radio"/> No one (5) <input type="radio"/> Religious organizations (6) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>			
459) Did you vote in any election in the past?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
460) Will you vote/register and vote at the next election?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
461) Do you know the name of the governor of your governorate? Name: -----		<input type="radio"/> Correct (1)	<input type="radio"/> Wrong (2)
462) How often would you say you discuss politics with friends? <input type="radio"/> Often (1) <input type="radio"/> Sometimes (2) <input type="radio"/> Rarely (3) <input type="radio"/> Never (4)			
463) If there were a war, would you be willing to fight for your country?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
464) Do you have any experience witnessing bribery "RASHWA"?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
465) Do you have any experience witnessing nepotism "WASTA/MAHSOBIA"?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2)
466) What is your sense of the level of corruption in public institutions, if any? No Corruption <span style="float: right;">High Corruption</span> <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4) <input type="radio"/> (5) <input type="radio"/> (6) <input type="radio"/> (7) <input type="radio"/> (8) <input type="radio"/> (9) <input type="radio"/> (10)			
467) In your opinion, what is the degree (from 1 to 10) that reflects your feeling of uncertainty about your future? Non-ambiguous <span style="float: right;">Too vague</span> <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4) <input type="radio"/> (5) <input type="radio"/> (6) <input type="radio"/> (7) <input type="radio"/> (8) <input type="radio"/> (9) <input type="radio"/> (10)			

**[22] Religiosity**

468) How often do you go to a mosque/church (other than for a funeral or a wedding or other religious occasion)?		
<input type="radio"/> More than once a day (1)	<input type="radio"/> More than once a week (2)	<input type="radio"/> Once a week (3)
<input type="radio"/> Once a month (4)	<input type="radio"/> Never, practically never (5)	
469) Regardless of whether you attend religious services or not, would you say you are?	<input type="radio"/> A very religious person (1)	<input type="radio"/> A religious person (2) <input type="radio"/> Not a religious person (3)
470) <b>Interviewer:</b> (check religion question Q105), is s/he a Muslim?		<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q473)
471) Would you prefer to marry a woman who is veiled or monaqaba?	<input type="radio"/> Veiled (1) (→Q473)	<input type="radio"/> Not veiled (2)
	<input type="radio"/> Monaqaba (3) (→Q473)	<input type="radio"/> No difference (4)
472) Would you ask her to wear the veil after marriage?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
	<input type="radio"/> Don't Know (8)	
473) Do you respect unveiled females?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	



## Section (5): Time Usage & Personal Belongings

### [23] Time Use

	474) Were you involved in [ACTIVITY] during the last week?  ○Yes (1) ○No (2) (→ Next) or (→Q477)	475) Were you involved in [ACTIVITY] yesterday?  ○Yes (1) ○No (2) (→ Next) or (→Q477)	476) How many hours were you involved in [ACTIVITY] yesterday?  Hour      Minute	
<b>I. Personal activities</b>				
A) Sleeping	//////////	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
B) Bathing, dressing, personal care	//////////	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
C) Eating	//////////	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>II. School Related Activities</b>				
D) School/ university (include commute time in duration of activity)	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
E) Homework/studies at home	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
F) Private or group tutoring	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>III. Domestic Duties</b>				
G) Household chores inside the house (clothes/dish washing, cleaning, cooking, mending, etc)	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
H) Household chores outside the house (washing clothes, bringing goods, fetching water, etc)	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
I) Care of children, sick or elderly	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>IV. Work</b>				
J) Paid work	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
K) Unpaid work (other than household chores)	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
L) Learning work/skill	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>V. Leisure/spare time activities</b>				
M) Spending time with my family	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
N) Resting/napping/relaxing	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
O) Visiting relatives	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
P) Hanging out with friends	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Q) Dating	○Yes (1)   ○No (2)	○Yes (1)   ○No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

	474) Were you involved in [ACTIVITY] during the last week? <input type="radio"/> Yes (1) <input type="radio"/> No (2) (→ Next) or (→ Q477)	475) Were you involved in [ACTIVITY] yesterday? <input type="radio"/> Yes (1) <input type="radio"/> No (2) (→ Next) or (→ Q477)	476) How many hours were you involved in [ACTIVITY] yesterday? Hour Minute	
R) Chatting on the phone with friends	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
S) Internet use	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
T) Reading (magazines, books, or newspapers)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
U) Listening to music	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
V) Watching television	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
W) Video games	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
X) Exercising/physical activities	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>VI. Religious activities</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>VII. Volunteer activities</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>VIII. Commuting time</b>	////////////////	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

477) Can you tell me which of the following news and media sources you used last week to obtain information:			
Issues	Never (1)	Sometimes (2)	Often (3)
A) Daily newspapers	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)
B) News broadcasts on radio or TV	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)
C) Printed magazines	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)
D) Political reports/programs on radio or TV on issues that are not news broadcasts	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)
E) Books	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)
F) Internet, e-mails, blogs	<input type="radio"/> (1) (→ 482)	<input type="radio"/> (2)	<input type="radio"/> (3)

478) Who introduced you to the Internet? (the first time)	
<input type="radio"/> Friend (1) <input type="radio"/> Parents (2) <input type="radio"/> Sibling (3) <input type="radio"/> Other family member (4) <input type="radio"/> Teacher (5) <input type="radio"/> No one (6)	
479) How many hours per week would you say you spend online?	<input type="text"/> <input type="text"/> <input type="text"/> hours
480) Where do you access the internet?	
A. Home <input type="checkbox"/> B. Internet cafe <input type="checkbox"/> C. School <input type="checkbox"/> D. Youth center <input type="checkbox"/> E. Club <input type="checkbox"/> F. Friends <input type="checkbox"/> G. At work <input type="checkbox"/> X. Other: _____ <input type="text"/> <input type="text"/> <input type="text"/>	

481) For what purpose have you used the internet in the past month?

- A. Checking and writing email ☐ B. Chatting/instant messaging with a friend ☐  
C. Chatting in a chat room ☐ D. Browsing for general knowledge ☐  
E. Browsing for school/university related assignment ☐ F. Downloading songs ☐  
G. Browsing for news ☐ H. Downloading movies or TV programs ☐  
I. Playing video games ☐ J. Blogging ☐  
K. Social sites (e.g. Facebook, Myspace, hi5...) ☐ L. Porn sites ☐  
M. Religious sites ☐ N. Dating ☐  
O. Participated in a political movement through the internet (e.g. the boycott of April 6, 2008) ☐  
X. Other: \_\_\_\_\_ ☐ ☐ ☐

## [24] Personal belongings

482) Do you personally own any of the following?	○Yes (1)	○No (2)
1. Radio <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
2. Color television <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
3. Video or DVD player <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
4. Telephone <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
5. Mobile telephone <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
6. Desktop computer <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
7. Laptop computer <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
8. MP3 /iPod <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
9. Personal car <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
10. Building(s) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
11. Agricultural land <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
12. Vacant land for buildings <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
<b>Vehicle for commercial use (not for private use)</b>		
13. Motorcycle <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
14. Truck <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
15. Micro-Bus <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
16. Taxi <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
17. TokTok <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>

483) <b>Interviewer:</b> check Q(482): does (NAME) own a mobile telephone?	○Yes (1)	○No (2) (→Q486)
484) How many mobile lines you own?	<input type="checkbox"/> Lines	
485) What are the types of these lines?	A. Invoice, post-paid <input type="checkbox"/> B. Card, pre-paid <input type="checkbox"/>	
486) Do you have your own bedroom?	○Yes (1) (→Q488)	○No (2)
487) Do you have your own bed?	○Yes (1)	○No (2)

## Section (6): Family Formation & Health

### [25] Marriage Background

488) <b>Interviewer:</b> Check Q(106): Has this (MALE) ever been married?		<input type="radio"/> Yes (1) (→Q490) <input type="radio"/> No (2)	
489) What do you think is the ideal number of children to have? (→Q518)	A) Boys	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
	B) Girls	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
	C) Either or	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
	D) Total	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
490) <b>Interviewer:</b> Check Q(106): What is her current marital status?		<input type="radio"/> Divorced/Separated/Widowed (1)	<input type="radio"/> Married (2) (→Q492)
491) How many years have you been widowed, divorced or separated?		<input type="text"/> <input type="text"/> Months	<input type="text"/> <input type="text"/> Years
492) How old were you when you entered into a marriage contract with your (only/first) wife?		<input type="text"/> <input type="text"/> Months / <input type="text"/> <input type="text"/> Years	
493) How old was your (only/first) wife?		<input type="text"/> <input type="text"/> Months / <input type="text"/> <input type="text"/> Years	
494) How many times have you been married?		<input type="text"/> if one time (→Q496)	
495) How many years did you spend with your (first) wife?		<input type="text"/> <input type="text"/> Months	<input type="text"/> <input type="text"/> Years
496) How many years did you spend with your (only/last) wife?		<input type="text"/> <input type="text"/> Months	<input type="text"/> <input type="text"/> Years
497) How did you meet your wife? <input type="radio"/> At work (1) <input type="radio"/> While studying (2) <input type="radio"/> We were neighbors (3) <input type="radio"/> We are related (4) <input type="radio"/> Through friends/ relatives/acquaintances (5) <input type="radio"/> Through the internet (7) <input type="radio"/> Through religious/charitable activities (8) <input type="radio"/> Through a matchmaker (who took money) (9) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>			
498) Who made the final decision that you should marry your only/last wife?		<input type="radio"/> Myself (1) <input type="radio"/> Father (2) <input type="radio"/> Mother (3) <input type="radio"/> Older brother (4) <input type="radio"/> Other: _____ (6) <input type="text"/> <input type="text"/>	
499) What do you think is the ideal number of children to have?	A) Boys	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
	B) Girls	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
	C) Either or	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
	D) Total	<input type="radio"/> <input type="text"/> <input type="text"/> Child(ren)	<input type="radio"/> Don't Know (98)
500) Have you and your wife ever discussed the issue of how many children you would like to have?		<input type="radio"/> Yes (1)	<input type="radio"/> No (2) (→Q502)

501) Is she in agreement with you about the number of children to have, or not?	<input type="radio"/> Agrees (1) (→Q503) <input type="radio"/> Doesn't agree (2)	
502) What does she think is the ideal number of children to have?	A) Boys	<input type="text"/> <input type="text"/> Child(ren) <input type="radio"/> Don't Know (98)
	B) Girls	<input type="text"/> <input type="text"/> Child(ren) <input type="radio"/> Don't Know (98)
	C) Either or	<input type="text"/> <input type="text"/> Child(ren) <input type="radio"/> Don't Know (98)
	D) Total	<input type="text"/> <input type="text"/> Child(ren) <input type="radio"/> Don't Know (98)

## [26] Relation with Spouse

503) Was your wife related to you either by blood or marriage before you married her?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q505)			
504) In what way was she related to you? <input type="radio"/> Daughter of father's brother (1) <input type="radio"/> Daughter of father's sister (2) <input type="radio"/> Daughter of mother's brother (3) <input type="radio"/> Daughter of mother's sister (4) <input type="radio"/> Other relatives (5)				
505) <i>Interviewer: What is (MALE)'s current marital status?</i>	<input type="radio"/> Married (1) <input type="radio"/> Divorced (2) (→Q508)			
	<input type="radio"/> Separated (3) (→Q508) <input type="radio"/> Widowed (4) (→Q515)			
506) How often do you talk to your wife:				
	Almost never (1)	Often (2)	Daily (3)	NOT APPLICABLE (7)
A) About your plans for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) About problems you are having at work or school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) About how things are going in your life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Do you discuss your marital sexual relations with your wife?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
507) How would you describe your marriage?	<input type="radio"/> Very unhappy (1) <input type="radio"/> Unhappy (2) <input type="radio"/> Fair (3) <input type="radio"/> Happy (4) <input type="radio"/> Very happy (5)			

## [27] Cost of Marriage

508) How much time passed between the formal engagement (KHUTUBA) and the legal marriage (KATB AL-KITAAB)?	<input type="text"/> <input type="text"/> Months <input type="radio"/> Same Day (0)
509) How much time passed between the legal marriage (KATB AL-KITAAB) and the actual marriage (DUKHLA)?	<input type="text"/> <input type="text"/> Months <input type="radio"/> Same Day (0)
510) What was the value of the jewelry presented to the bride (SHABKA)?	<input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> L.E. <input type="radio"/> Don't Know (99998)
511) What was the total cost of the marriage that you and your parents paid, excluding housing expenses (including appliances, furniture, GIHAZ, and celebrations)?	<input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> L.E. Don't Know <input type="radio"/> (99999998)

512) What was the total cost of marriage that your wife paid, excluding housing (including appliances, furniture, GIHAZ, and celebrations)?	<input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> L.E. Don't Know <input type="radio"/> (99999998)
513) <b>Interviewer:</b> If the answer in (Q511) or (Q512)512) is "Don't know" (→Q515)	
514) What percentage of the total cost of the marriage did the bride /groom /bride's family /groom's family contribute?	
A. Bride only	<input type="text"/> <input type="text"/> %
B. Bride's family	<input type="text"/> <input type="text"/> %
C. Groom only	<input type="text"/> <input type="text"/> %
D. Groom's family	<input type="text"/> <input type="text"/> %
Z. Don't Know	-----
<b>Total</b>	<b>100%</b>

**Interviewer: Total percentage must equal 100%**

## [28] Housing Issues

515) When you and your wife started living together, did you live with your family, with your wife's family, with someone else or by yourselves?	
<input type="radio"/> Respondent's family (1) <input type="radio"/> Someone else (3)	<input type="radio"/> Spouse's family (2) <input type="radio"/> Lived alone (4) (→Q520)
516) Did you have your own living and cooking facilities or did you share living and cooking facilities with relatives?	<input type="radio"/> Had own living and cooking facilities (1) <input type="radio"/> Shared living and cooking facilities with relatives (2)
517) How long did you stay there? (→Q520)	<input type="text"/> <input type="text"/> <input type="text"/> Months <input type="radio"/> Don't Know (998)
518) Have you arranged to live with your family, or near them, when you marry?	<input type="radio"/> Yes, with them (1) <input type="radio"/> Yes, near them (2) <input type="radio"/> Not necessarily (3)
519) Would you accept to live with your in-laws?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
520) What are the most important qualities that a man must search for when choosing his wife?	
A. Rich <input type="checkbox"/> C. Owns land <input type="checkbox"/> E. Is a relative <input type="checkbox"/> G. Polite <input type="checkbox"/> I. Has an apartment <input type="checkbox"/> K. He and she love and understand each other <input type="checkbox"/> M. Athletic/Physically strong <input type="checkbox"/> O. Pretty/ acceptable looking <input type="checkbox"/> Y. Others: <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> DON'T KNOW/ No Specific qualities (7) <b>Cancel All Checks</b>	B. Earns a large income <input type="checkbox"/> D. Educated <input type="checkbox"/> F. Religious <input type="checkbox"/> H. Has a respectable job <input type="checkbox"/> J. His family is acquainted with her family and likes them <input type="checkbox"/> L. Strong personality <input type="checkbox"/> N. Virtuous <input type="checkbox"/> X. Treats her well <input type="checkbox"/>

521) In your opinion, what is the major problem that faces a young couple preparing to get married nowadays?

A. Housing ☐ B. Dowry and gifts ☐ C. Furnishing the house ☐  
D. They want everything ☐ E. Finding a job ☐ F. Jobs don't pay enough ☐  
G. Jobs are not stable and don't have contracts ☐  
X. Other: \_\_\_\_\_ ☐ ☐ ☐  
☐ No problems (7) **Cancel All Checks (→Q523)** ☐ DON'T KNOW (8) **Cancel All Checks (→Q523)**

522) How can they solve these problems?

A. Financial support from bride's family ☐ B. Financial support from groom's family ☐  
C. Work abroad ☐ D. Groom works harder ☐  
E. Bride works ☐ F. Government's support ☐  
G. Live with family ☐ H. Do without some things ☐  
I. Make co-ops or borrow ☐ J. Live in new cities ☐  
X. Other: \_\_\_\_\_ ☐ ☐ ☐  
☐ DON'T KNOW (8) **Cancel All Checks**

523) Would you be willing to marry a non-Egyptian woman? ☐ Yes (1) ☐ No (2)

524) Now I will read some statements aloud to find out if you agree or disagree with them:

Statements	Agree	Disagree	DON'T KNOW
A) Educating boys is more important than educating girls	(1)	(2)	(8)
B) Boys should do as much domestic work as girls	(1)	(2)	(8)
C) A girl must obey her brother's opinion even if he's younger than her	(1)	(2)	(8)
D) The husband only should decide on how household money is to be spent	(1)	(2)	(8)
E) A woman should obtain her husband's permission for most things	(1)	(2)	(8)
F) Girls/women who are harassed deserve it if they are dressed provocatively	(1)	(2)	(8)
G) Even though Sharia grants girls/women the right to inheritance, in some cases girls should not get their share so as to keep the money/land in the family	(1)	(2)	(8)
H) When the girl works, she will get better marriage opportunities	(1)	(2)	(8)
I) <i>Ourfi</i> marriage is the solution to recent marriage problems	(1)	(2)	(8)

525) Do you think that a woman has the right to ask for a divorce? ☐ Yes (1) ☐ No (2) **(→Q527)**

526) In your opinion, in which of the following cases is a woman justified in asking for divorce?

Issues	Yes	No	DON'T KNOW
A) If her husband does not respect her parents or the elders in her family	(1)	(2)	(8)
B) If her husband does not listen to her or take her opinion into consideration	(1)	(2)	(8)
C) If her husband beats her once	(1)	(2)	(8)
D) If her husband beats her regularly	(1)	(2)	(8)
E) If her husband does not give her or the children enough money	(1)	(2)	(8)
F) If her husband wants to take her money or belongings	(1)	(2)	(8)
G) If her husband talks to other women	(1)	(2)	(8)
H) If her husband marries another woman	(1)	(2)	(8)
I) If she hates her husband	(1)	(2)	(8)
J) If the couple cannot have children	(1)	(2)	(8)
K) If her husband suffers from sexual dysfunction	(1)	(2)	(8)

527) In your opinion, in which of the following cases is a man justified to divorce his wife:			
Issues	Yes	No	DON'T KNOW
A) If his wife does not respect his parents or the elders in his family	(1)	(2)	(8)
B) If his wife does not obey his orders	(1)	(2)	(8)
C) If his wife does not take care of the house	(1)	(2)	(8)
D) If his wife does not take care of the children	(1)	(2)	(8)
E) If his wife talks to other men	(1)	(2)	(8)
F) If his wife refuses to share her salary or a fraction of it for family expenses	(1)	(2)	(8)
G) If he hates his wife	(1)	(2)	(8)
H) If the couple cannot have children	(1)	(2)	(8)
I) If his wife suffers from sexual problems	(1)	(2)	(8)
528) Is a divorced woman respected by others?		<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
529) In your opinion, is a husband justified in beating his wife in each of the following situations:			
Issues	Yes (1)	No (2)	
A) When she burns the food?	<input type="radio"/> (1)	<input type="radio"/> (2)	
B) When she neglects the children?	<input type="radio"/> (1)	<input type="radio"/> (2)	
C) When she argues with him?	<input type="radio"/> (1)	<input type="radio"/> (2)	
D) When she talks to other men?	<input type="radio"/> (1)	<input type="radio"/> (2)	
E) When she wastes his money?	<input type="radio"/> (1)	<input type="radio"/> (2)	
F) When she refuses to have sex with him?	<input type="radio"/> (1)	<input type="radio"/> (2)	

## [29] General Health

530) In general, how would you describe your own health?		<input type="radio"/> Excellent (1) <input type="radio"/> Very good (2) <input type="radio"/> Good (3) <input type="radio"/> Fair (4) <input type="radio"/> Poor (5) <input type="radio"/> Refuse to answer (95) <input type="radio"/> DON'T KNOW (98)			
531) Where do you usually go to seek medical advice?	<input type="radio"/> Gov't hospital (1) <input type="radio"/> Health units (2) <input type="radio"/> School doctor (3) <input type="radio"/> Private clinic/hospital (4) <input type="radio"/> Pharmacy (5) <input type="radio"/> Mosque/Church/NGO clinics (6) <input type="radio"/> Don't go anywhere (7) (→Q536) <input type="radio"/> Other: _____ (96) <input type="text"/> <input type="text"/>				
532) How many times did you visit this facility in the past six months?		<input type="text"/> <input type="text"/> <input type="text"/> Times			
533) How much do you pay in...					
A. Fees?		<input type="text"/> <input type="text"/> <input type="text"/> LE <input type="radio"/> DON'T KNOW (998) <input type="radio"/> Free (0)			
B. Medications?		<input type="text"/> <input type="text"/> <input type="text"/> LE <input type="radio"/> DON'T KNOW (998) <input type="radio"/> Free (0)			
C. Medical tests and laboratory work?		<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> LE <input type="radio"/> DON'T KNOW (998) <input type="radio"/> Free (0)			
X. Other: _____		<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> LE <input type="radio"/> Free (0)			
534) How long does it take you to get there?		<input type="text"/> <input type="text"/> <input type="text"/> Minutes <input type="radio"/> DON'T KNOW (998)			
535) How much do you pay to get there?		<input type="text"/> <input type="text"/> <input type="text"/> LE			



<b>536) Do you have any of the following health conditions?</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">A. Diabetes <input type="checkbox"/></div> <div style="width: 33%;">B. Asthma <input type="checkbox"/></div> <div style="width: 33%;">C. Other lung disease <input type="checkbox"/></div> <div style="width: 33%;">D. Cancer <input type="checkbox"/></div> <div style="width: 33%;">E. Heart disease <input type="checkbox"/></div> <div style="width: 33%;">F. Arthritis or other rheumatic disease <input type="checkbox"/></div> <div style="width: 33%;">G. Hypertension <input type="checkbox"/></div> <div style="width: 33%;">H. Anemia <input type="checkbox"/></div> <div style="width: 33%;">J. Acne <input type="checkbox"/></div> <div style="width: 33%;">K. Skin Allergy <input type="checkbox"/></div> <div style="width: 33%;">L. Hepatitis <input type="checkbox"/></div> <div style="width: 33%;">M. Kidney problems <input type="checkbox"/></div> <div style="width: 33%;">N. Epilepsy <input type="checkbox"/></div> <div style="width: 33%;">O. Cholesterol <input type="checkbox"/></div> <div style="width: 33%;">P. Bilharzia <input type="checkbox"/></div> <div style="width: 33%;">Q. Cataract <input type="checkbox"/></div> <div style="width: 33%;">R. Migraine or frequent headache <input type="checkbox"/></div> <div style="width: 33%;">S. Gastric or duodenal ulcer <input type="checkbox"/></div> <div style="width: 33%;"> <input type="radio"/> I don't suffer from any health problems (7) <b>Cancel All Checks</b> </div> </div> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>537) Do you have any disability?</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">A. Learning disability <input type="checkbox"/></div> <div style="width: 33%;">B. Mobility (physical disability) <input type="checkbox"/></div> <div style="width: 33%;">C. Blind/partially sighted <input type="checkbox"/></div> <div style="width: 33%;">D. Deaf/hard of hearing <input type="checkbox"/></div> <div style="width: 33%;"> <input type="radio"/> Not disabled (7) <b>Cancel All Checks</b> </div> </div> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>538) Interviewer:</b> <i>Revise (Q536) and (Q537) if there is no illness nor disability code (7) (→Q544)</i>	
<b>539) Do you see that your illness/disability prevents you from doing your tasks or daily responsibilities; (meaning) does it prevent you from living your life in a normal way?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
<b>540) Interviewer:</b> <i>check (Q107): Did (NAME) ever attend school?</i>	
<b>541) Has disability or illness ever interrupted your attendance at school?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
<b>542) Interviewer:</b> <i>Did (NAME) ever work?</i>	
<b>543) Has disability or illness ever interrupted your attendance at work?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
<b>544) How often do you brush your teeth?</b>	<input type="radio"/> More than once daily (1) <input type="radio"/> Once daily (2) <input type="radio"/> Less often than once daily (3) <input type="radio"/> Never (4)
<b>545) Do you usually wash your hands with soap after using the bathroom?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
<b>546) During the past two weeks, have you taken any medicine that you got without having a prescription from a doctor?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q549)
<b>547) Who told you to take this medicine?</b> <div style="display: flex; justify-content: space-between;"> <span><input type="radio"/> Self (1)</span> <span><input type="radio"/> Nurse (2)</span> <span><input type="radio"/> Pharmacist (3)</span> <span><input type="radio"/> Father/mother (4)</span> <span><input type="radio"/> Friends (5)</span> </div> <input type="radio"/> Other: _____ (6) <input type="checkbox"/> <input type="checkbox"/>	
<b>548) What type of medicine did you take? Were the medicines for ....</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">A. Antibiotics <input type="checkbox"/></div> <div style="width: 33%;">B. Losing weight <input type="checkbox"/></div> <div style="width: 33%;">C. acne <input type="checkbox"/></div> <div style="width: 33%;">D. Pain relief <input type="checkbox"/></div> <div style="width: 33%;">E. Anti-spasmodic <input type="checkbox"/></div> </div> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>549) Do you feel that the environment around you is polluted?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q553) <input type="radio"/> DON'T KNOW (8) (→Q553)
<b>550) What type of pollution?</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">A. Air <input type="checkbox"/></div> <div style="width: 33%;">B. Water <input type="checkbox"/></div> <div style="width: 33%;">C. Dirty streets/garbage <input type="checkbox"/></div> <div style="width: 33%;">D. Noise <input type="checkbox"/></div> <div style="width: 33%;">E. Sewage/ sanitation <input type="checkbox"/></div> <div style="width: 33%;">F. Fruits &amp; vegetables (pesticides) <input type="checkbox"/></div> </div> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>551) Do you think that this affects your health?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q553)

552) In what way?

A. Skin rash ☐

B. Respiratory system ☐

C. Kidney problems ☐

D. Liver problems ☐

E. Digestive system ☐

X. Other: \_\_\_\_\_ ☐ ☐ ☐

### [30] Risk Behavior and Safety

553) Which means of transport do you use most frequently??

☐ Microbus (1)

☐ Bus (2)

☐ Metro (3)

☐ Train (4)

☐ Taxi(5)

☐ Toktok (6)

☐ Truck (7)

☐ Cart (8)

☐ Bicycle (9) (→Q555)

☐ Motorcycle (10) (→Q555)

☐ Private car (11) (→Q556)

☐ On foot (12) (→Q556)

☐ Other: \_\_\_\_\_ (96) ☐ ☐ (→Q556)

554) What is the most serious risk that you face on this form of transportation? (→Q556)

A. Theft ☐

B. Pushing ☐

C. Crowding ☐

D. Stopping time of this transportation form is short ☐

E. Sexual harassment ☐

F. High speed /reckless driving ☐

G. Steps to enter and exit the vehicle are too high ☐

H. Aggressive drivers ☐

I. No sidewalk ☐

X. Other: \_\_\_\_\_ ☐ ☐ ☐

☐ Nothing (7) **Cancel All Checks**

555) Do you use a helmet when you ride?

☐ Never (1)

☐ Rarely (2)

☐ Sometimes (3)

☐ Always (4)

556) What are the most serious risks that you face on the street?

A. Theft ☐

B. Crowding ☐

C. Sexual harassment ☐

D. Pushing ☐

E. No crossing areas ☐

F. High speed /reckless driving ☐

G. No sidewalks ☐

X. Other: \_\_\_\_\_ ☐ ☐ ☐

☐ Nothing (7) **Cancel All Checks**

557) Do you drive a car?

☐ Yes (1)

☐ No (2) (→Q559)

558) Do you wear a seatbelt?

☐ Never (1)

☐ Rarely (2)

☐ Sometimes (3)

☐ Always (4)

559) If you sit beside the driver, do you wear the seatbelt?

☐ Never (1)

☐ Rarely (2)

☐ Sometimes (3)

☐ Always (4)

560) Have you ever encountered police violence?

☐ Yes (1)

☐ No (2)

561) Have you been in a physical fight or a fistfight within the past 12 months?

☐ Yes (1)

☐ No (2)

562) Do you carry any of the following weapons?

A. Knife ☐

B. Spray ☐

C. Pin ☐

D. Razor ☐

X. Other: \_\_\_\_\_ ☐ ☐ ☐

☐ Nothing (7) **Cancel All Checks (→Q564)**

563) Have you ever used it before?

☐ Yes (1)

☐ No (2)

564) Have any of the following accidents happened to you within the past 12 months?

A. Falls <input type="checkbox"/>	B. Burns <input type="checkbox"/>	C. Deep cuts <input type="checkbox"/>
D. Choking/suffocating/drowning <input type="checkbox"/>	E. Collision/striking <input type="checkbox"/>	F. Poisoning <input type="checkbox"/>
G. Gas intoxication <input type="checkbox"/>	H. Electric accident <input type="checkbox"/>	I. Car accident <input type="checkbox"/>
J. Other road accident <input type="checkbox"/>	K. Physical fight <input type="checkbox"/>	L. Sprain <input type="checkbox"/>
M. Physical assaults <input type="checkbox"/>	<input type="radio"/> No accidents at all (7) <b>Cancel All Checks</b>	
X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

### [31] Nutrition

565) During the past week, how often did you eat breakfast?	<input type="radio"/> Never (1) <input type="radio"/> Rarely (2) <input type="radio"/> Sometimes (3) <input type="radio"/> Most of the time (4) <input type="radio"/> Always (5)																																																								
566) How would you describe your weight?	<table border="1"> <thead> <tr> <th></th> <th>A. Respondent</th> <th>B. Interviewer</th> </tr> </thead> <tbody> <tr> <td>Very underweight</td> <td>1</td> <td>1</td> </tr> <tr> <td>Slightly underweight</td> <td>2</td> <td>2</td> </tr> <tr> <td>About the right weight</td> <td>3</td> <td>3</td> </tr> <tr> <td>Slightly overweight</td> <td>4</td> <td>4</td> </tr> <tr> <td>Very overweight</td> <td>5</td> <td>5</td> </tr> </tbody> </table>		A. Respondent	B. Interviewer	Very underweight	1	1	Slightly underweight	2	2	About the right weight	3	3	Slightly overweight	4	4	Very overweight	5	5																																						
	A. Respondent	B. Interviewer																																																							
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About the right weight	3	3																																																							
Slightly overweight	4	4																																																							
Very overweight	5	5																																																							
567) Which of the following are you trying to do about your weight?																																																									
<input type="radio"/> Nothing (1) <input type="radio"/> Lose weight (2) <input type="radio"/> Gain weight (3) <input type="radio"/> Stay the same weight (4) (→Q569)      (→Q569)																																																									
568) What are you doing to lose weight?	<input type="radio"/> Skip meals (1) <input type="radio"/> Go to a dietitian (2) <input type="radio"/> Diet pills (3) <input type="radio"/> Exercises (4) <input type="radio"/> Laxatives/induced vomiting (5) <input type="radio"/> Other: _____ (6) <input type="checkbox"/> <input type="checkbox"/>																																																								
569) Do you like your food to be very salty?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)																																																								
570) What kind of bread do you usually eat?																																																									
A. Fino/Shamy <input type="checkbox"/> B. Balady/Sinn/Shamy <input type="checkbox"/> C. Subsidized Balady (5 piaster) <input type="checkbox"/> D. Bread baked at home <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																																																									
571) In the past week, how many times did you eat the following foods?	<table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>1-3 times</th> <th>3+ times</th> </tr> </thead> <tbody> <tr><td>A. Rice/Pasta</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>B. Foul &amp; legumes</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>C. Potatoes</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>D. Meat</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>E. Fish</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>F. Chicken</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>G. Eggs</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>H. Milk/Milk products/Cheese</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>I. Fresh vegetables</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>J. Cooked vegetables</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>K. Fruits</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>L. Pickled vegetables</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>M. Sweets (candy, chocolate)</td><td>1</td><td>2</td><td>3</td></tr> </tbody> </table>		Never	1-3 times	3+ times	A. Rice/Pasta	1	2	3	B. Foul & legumes	1	2	3	C. Potatoes	1	2	3	D. Meat	1	2	3	E. Fish	1	2	3	F. Chicken	1	2	3	G. Eggs	1	2	3	H. Milk/Milk products/Cheese	1	2	3	I. Fresh vegetables	1	2	3	J. Cooked vegetables	1	2	3	K. Fruits	1	2	3	L. Pickled vegetables	1	2	3	M. Sweets (candy, chocolate)	1	2	3
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571) In the past week, how many times did you eat the following foods?	Never	1-3 times	3+ times
N. Soft drinks/carbonated drinks	1	2	3
O. Fast Food	1	2	3
P. Pastries (chips,...)	1	2	3

572) <b>Interviewer:</b> Check Q (107): is (NAME) still attending school?		<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q575)
573) What do you eat at school?	A. Something I buy (1)      B. Homemade sandwiches (2) C. School meal (3)          7. Nothing X. Other _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
574) Do you feel you are able to sustain your concentration and energy throughout the school day?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)	

### [32] Tobacco, Drugs and Alcohol Abuse

575) Does your father smoke?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> NOT APPLICABLE (7)
576) Does your mother smoke?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> NOT APPLICABLE (7)
577) Do your older siblings smoke?	<input type="radio"/> All/Most (1) <input type="radio"/> Few (2) <input type="radio"/> None (3) <input type="radio"/> NOT APPLICABLE (7)

578) <b>Interviewer:</b> check Q(106): is (NAME) currently married?		<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q580)
579) Does your husband/wife smoke?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)	
580) Do your friends smoke?	<input type="radio"/> All/Most (1) <input type="radio"/> Few (2) <input type="radio"/> None (3) <input type="radio"/> NOT APPLICABLE (7)	
581) Which statement do you think best describes your smoking behavior?		
<input type="radio"/> I have never smoked (1) (→Q583) <input type="radio"/> I currently smoke occasionally (2) <input type="radio"/> I stopped smoking (3) <input type="radio"/> Currently smoking(4) <input type="radio"/> I Tried some puffs (5) (→Q583) <input type="radio"/> I smoke other tobacco products than cigarettes daily (6)		
582) How old were you when you smoked a whole cigarette for the first time?	<input type="text"/> <input type="text"/> Years	

583) Do you smoke SHISHA (water pipe) regularly?	<input type="radio"/> Yes, I tried (1) <input type="radio"/> Yes, regularly (2) <input type="radio"/> No, never (3)
584) During the last year (12 months) have any of your friends consumed any alcoholic drinks (beer, wine or spirits)?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> DON'T KNOW (8)
585) During the last year (12 months) have you ever consumed any alcoholic drinks (beer, wine or spirits)?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q588) <input type="radio"/> Refuse to answer (5) (→Q588)
586) How often?	<input type="radio"/> Daily (1) <input type="radio"/> Weekly (2) <input type="radio"/> Rarely (3)
587) Have you ever drunk alcohol and driven a vehicle?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
588) Have you ever had the experience that any of your friends/family drank and drove?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
589) Have any of your friends tried drugs before?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
590) Have any of your family members tried drugs before?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
591) Have you tried drugs before?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q595)

592) What exactly did you try?			
A. Drugs (pills) <input type="checkbox"/>	B. Stimulants <input type="checkbox"/>	C. Sedatives <input type="checkbox"/>	D. Hashish <input type="checkbox"/>
E. Bango <input type="checkbox"/>	F. Heroine/Cocaine <input type="checkbox"/>	G. Marijuana <input type="checkbox"/>	H. Paint sniffing <input type="checkbox"/>
I. Petrol sniffing <input type="checkbox"/>	J. Glue sniffing <input type="checkbox"/>	X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
○ Refuse to answer (5) <b>Cancel All Checks</b>		○ DON'T KNOW (8) <b>Cancel All Checks</b>	
593) Are you still using this drug now?		○ Yes (1) (→Q595)      ○ No (2)	
594) What motivated you to stop?		_____ <input type="checkbox"/> <input type="checkbox"/>	
595) Do you know about campaigns to help people stop using drugs and smoking (using posters, TV or school lectures)?		○ Yes (1)      ○ No (2) (→Q597)	
596) Do you find such campaigns successful?		○ Yes (1)      ○ No (2)      ○ Don't know (8)	

### [33] Mental Health & Social Development

597) Do you often have headaches?	○ Yes (1)      ○ No (2)
598) Is your appetite poor?	○ Yes (1)      ○ No (2)
599) Do you sleep badly?	○ Yes (1)      ○ No (2)
600) Are you easily frightened?	○ Yes (1)      ○ No (2)
601) Do your hands shake?	○ Yes (1)      ○ No (2)
602) Do you feel nervous, tense, or worried?	○ Yes (1)      ○ No (2)
603) Is your digestion poor?	○ Yes (1)      ○ No (2)
604) Do you have trouble thinking clearly?	○ Yes (1)      ○ No (2)
605) Do you feel unhappy?	○ Yes (1)      ○ No (2)
606) Do you cry more than usual?	○ Yes (1)      ○ No (2)
607) Do you find it difficult to enjoy your daily activities?	○ Yes (1)      ○ No (2)
608) Do you find it difficult to make decisions?	○ Yes (1)      ○ No (2)
609) Do you suffer from not being able to work daily?	○ Yes (1)      ○ No (2)
610) Are you unable to play a useful part in life?	○ Yes (1)      ○ No (2)
611) Have you lost interest in things?	○ Yes (1)      ○ No (2)
612) Do you feel that you are a worthless person?	○ Yes (1)      ○ No (2)
613) Has the thought of ending your life been on your mind?	○ Yes (1)      ○ No (2)
614) Do you feel tired all the time?	○ Yes (1)      ○ No (2)
615) Do you have uncomfortable feelings in your stomach?	○ Yes (1)      ○ No (2)
616) Are you easily tired?	○ Yes (1)      ○ No (2)
617) Is there a history of nervous breakdown, anxiety, major depression, or other mental illness among your biological family members?	○ Yes (1)      ○ No (2) (→Q619)
618) Who are these family members?	
A. Mother <input type="checkbox"/> B. Relatives from the mother's side <input type="checkbox"/> C. Father <input type="checkbox"/>	
D. Relatives from the father's side <input type="checkbox"/> E. Siblings (brother, sister) <input type="checkbox"/> F. Children (son, daughter) <input type="checkbox"/>	
X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
○ Refuse to answer (5) <b>Cancel All Checks</b> ○ DON'T REMEMBER (8) <b>Cancel All Checks</b>	

619) How do/did your parents react if you misbehave?

- A. They explain why the behavior was wrong ☐ B. They shout, yell, or scream ☐  
C. Hit or slap on the body ☐ D. Dispute ☐  
E. They don't give me money ☐ F. Hit or slap on face, head or ears ☐  
X. Other: \_\_\_\_\_ ☐ ☐ ☐  
☐ Parents are not in household (4) **Cancel All Checks**  
☐ Refused to answer (5) **Cancel All Checks** ☐ DOES NOTHING (7) **Cancel All Checks**

### [34] Exercise and Physical Activity

620) Does your day include any of these physical activities?	Yes	No
A. Walking/Bicycle to work/school	<input type="radio"/> (1)	<input type="radio"/> (2)
B. Going to a gym	<input type="radio"/> (1)	<input type="radio"/> (2)
C. Playing sports at home	<input type="radio"/> (1)	<input type="radio"/> (2)
D. Playing sports in club/youth center	<input type="radio"/> (1)	<input type="radio"/> (2)
E. Playing football on the street	<input type="radio"/> (1)	<input type="radio"/> (2)
F. My work involves physical activity	<input type="radio"/> (1)	<input type="radio"/> (2)
G. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="radio"/> (1)	<input type="radio"/> (2)

621) In a typical day, how long do you walk or cycle to get to and from places? ☐ ☐ ☐ ☐ Minutes ☐ DOES NOTHING (0)

### [35] Reproductive Health

622) Girls and boys begin to grow and change around age 10-12. Have you ever talked with your parents about these changes, either about changes in your body or menstruation or about your feelings that you have grown up and are not a child anymore?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
623) In your opinion, at what age is it appropriate for someone to talk with girls and boys about the changes that occur to them at puberty and about child bearing and how it happens?	<input type="radio"/> <input type="checkbox"/> <input type="checkbox"/> Years <input type="radio"/> At menstruation/ puberty (94) <input type="radio"/> At marriage (97) <input type="radio"/> No one should talk to her (93) <input type="radio"/> DON'T KNOW (98)
624) What was the source of information about the changes that occur to boys/girls at puberty?	<input type="radio"/> Family (1) <input type="radio"/> Friends/neighbors/relatives(2) <input type="radio"/> Religious leaders (Shiekh/Priest) (3) <input type="radio"/> School (4) <input type="radio"/> Films/Cinema (5) <input type="radio"/> Internet (6) <input type="radio"/> Reproductive health service provider (7) <input type="radio"/> Other: _____ (96) <input type="checkbox"/> <input type="checkbox"/>
625) Do you think that the amount of information you received was sufficient?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
626) Have you heard of boys of your age in a relationship with girls?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused to answer (5) <input type="radio"/> Don't know (8)
627) Have you heard of girls of your age in a relationship with boys?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) <input type="radio"/> Refused to answer (5) <input type="radio"/> Don't know (8)

628) Have you ever heard of AIDS?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q633)
629) What is your source of knowledge about AIDS? A. Media/Cinema/ Radio <input type="checkbox"/> B. Reading materials <input type="checkbox"/> C. Doctor <input type="checkbox"/> D. Mosque/Church <input type="checkbox"/> E. Friends <input type="checkbox"/> F. Family <input type="checkbox"/> G. School <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
630) How is AIDS transmitted? A. Through contaminated blood <input type="checkbox"/> B. From mother to child <input type="checkbox"/> C. Insect bite <input type="checkbox"/> D. Hugging or kissing an infected person <input type="checkbox"/> E. Sexually <input type="checkbox"/> F. Sharing a needle <input type="checkbox"/> G. Sharing food with a person with AIDS <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
631) Have you ever discussed HIV/AIDS with your family?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
632) Would you be willing to interact with a person who is HIV+, i.e. shake hands with or ride in a car with him or her?	<input type="radio"/> Yes (1) <input type="radio"/> No (2)
633) Have you heard of female circumcision?	<input type="radio"/> Yes (1) <input type="radio"/> No (2) (→Q635)
634) Do you think female circumcision is an important or necessary thing or is it not really necessary?	<input type="radio"/> Necessary (1) <input type="radio"/> Unnecessary (2) <input type="radio"/> DON'T KNOW (8)
635) What are your sources of information about contraception? A. Mother/Father <input type="checkbox"/> B. Siblings <input type="checkbox"/> C. Spouse/Partner <input type="checkbox"/> D. Sister-in-law/Brother-in-law <input type="checkbox"/> E. Other female family member <input type="checkbox"/> F. Other male family member <input type="checkbox"/> G. Female friend/neighbor <input type="checkbox"/> H. Male friend/neighbor <input type="checkbox"/> I. Teacher/School <input type="checkbox"/> J. Health Care Provider <input type="checkbox"/> K. Newspaper <input type="checkbox"/> L. Books/Magazine <input type="checkbox"/> M. Radio/TV <input type="checkbox"/> N. Internet <input type="checkbox"/> O. Poster/Billboard <input type="checkbox"/> P. Club <input type="checkbox"/> Q. NGO Worker <input type="checkbox"/> X. Other: _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> No Sources (7) <b>Cancel All Checks</b>	

**Notes**

⇒ *Make sure that the questionnaire is revised and that all the questions are complete before leaving the interview location.*

⇒ *Thank the respondents for their cooperation in the research, before finalizing the interview.*

636) Level of cooperation?	<input type="radio"/> Poor (1) <input type="radio"/> Good (3)	<input type="radio"/> Ok (2) <input type="radio"/> Very Good (4)
Interviewer Notes		
Supervisor Notes		
Field Reviser Notes		
Quality officer Notes		
Office Reviser Notes		



**Corrections**  
**Questionnaire Translation**

<b>468) How often do you pray (other than for a funeral or a wedding or other religious occasion)?</b>			
<b>524) Now I will read some statements aloud to find out if you agree or disagree with them:</b>			
Statements	Agree	Disagree	Don't Know
A) Educating boys is more important than educating girls	(1)	(2)	(8)
B) Boys should do as much domestic work as girls	(1)	(2)	(8)
C) A girl must obey her brother's opinion even if he's younger than her	(1)	(2)	(8)
D) The husband only should decide on how household money is to be spent	(1)	(2)	(8)
E) A woman should follow her husband's orders before doing anything	(1)	(2)	(8)
F) Girls/women who are harassed deserve it if they are dressed provocatively	(1)	(2)	(8)
G) Even though Sharia grants girls/women the right to inheritance, in some cases girls should not get their share so as to keep the money/land in the family	(1)	(2)	(8)
H) When the girl works, she will get better marriage opportunities	(1)	(2)	(8)
I) Ourfi marriage if the solution to recent marriage problems	(1)	(2)	(8)
<b>526) In your opinion, in which of the following cases is a woman justified in asking for divorce?</b>			
Issues	Yes	No	Don't Know
A) If her husband does not respect her parents or the elders in her family	(1)	(2)	(8)
B) If her husband does not listen to her or take her opinion into consideration	(1)	(2)	(8)
C) If her husband beats her once	(1)	(2)	(8)

D) If her husband beats her once	(1)	(2)	(8)
E) If her husband does not give her or the children enough money	(1)	(2)	(8)
F) If her husband wants to take her money or belongings	(1)	(2)	(8)
G) If her husband has relationship with another woman	(1)	(2)	(8)
H) If her husband marries another woman	(1)	(2)	(8)
I) If she hates her husband	(1)	(2)	(8)
J) If he cannot have children	(1)	(2)	(8)
K) If her husband suffers from sexual dysfunction	(1)	(2)	(8)
<b>527) In your opinion, in which of the following cases is a man justified to divorce his wife?</b>			
Issues	Yes	No	Don't Know
A) If his wife does not respect his parents or the elders in his family	(1)	(2)	(8)
B) If his wife does not obey his orders	(1)	(2)	(8)
C) If his wife does not take care of the house	(1)	(2)	(8)
D) If his wife does not take care of the children	(1)	(2)	(8)
E) If his wife talks to another man	(1)	(2)	(8)
F) If his wife refuses to share her salary or a fraction of it for family expenses	(1)	(2)	(8)
G) If he hates his wife	(1)	(2)	(8)
H) If his wife cannot have children	(1)	(2)	(8)
I) If his wife suffers from sexual problems	(1)	(2)	(8)
<b>529) In your opinion, is a husband justified in beating his wife in each of the following situations:</b>			
A) If she burns the food?	(1)	(2)	(8)
B) If she neglects the children?	(1)	(2)	(8)
C) If she argues with him?	(1)	(2)	(8)
D) If she talks to another man?	(1)	(2)	(8)
E) If she wastes his money?	(1)	(2)	(8)
F) If she refuses to have sex with him?	(1)	(2)	(8)